DOCUMENT RESUME

ED 169 716 EC 114 565

TITLE	Creative Prescriptions Unlimited, Grades 7-8. Evaluation Program Needs.
INSTITUTION	East Whittier City School District, Calif.
SPONS AGENCY	Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.
PUB DATE	[74]
NOTE	269p.; For related information, see EC 114 562-564 ; Parts may not reproduce clearly due to colored background
AVAILABLE FROM	East Whittier City School District, Gifted Program, 14535 E. Whittier Boulevard, Whittier, California 90605 ($10.00 each, $40.00 per set; Shipping charges are included in the price, California residents add 6% sales tax)
EDRS PRICE	MF01/PC11 Plus Postage.
DESCRIPTORS	*Academically Gifted; *Cognitive Development; *Creative Development; Divergent Thinking; Gifted; Grade 7; Grade 8; *Instructional Materials; Junior High Schools; Problem Solving; Thought Processes
IDENTIFIERS	*Guilfords Structure of Intellect Model

ABSTRACT

The document provides lesson plans for strengthening the thought processes, including problem solving and creative abilities, of seventh and eighth grade mentally gifted children. The lessons are organized within four of the five operations of the mind as defined by J. Guilford's Structure of Intellect (SOI): cognition (18 lessons), memory (9 lessons), divergent production (16 lessons), and convergent production (3 lessons). All six products of the SOI Model (units, classes, relations, systems, transformations, and implications) are considered; however, emphasis is placed on transformations and implications since these two products are seen to clearly relate to the creative process. Diagrammed for lessons in each of four areas are the curricular objective (such as that the student will recognize symbolic unit-words), input, learning opportunities, media, output, evaluation, and enrichment. Included in the document are pictures, diagrams, puzzles, and other worksheets to be duplicated and used with the lessons. (SBH)

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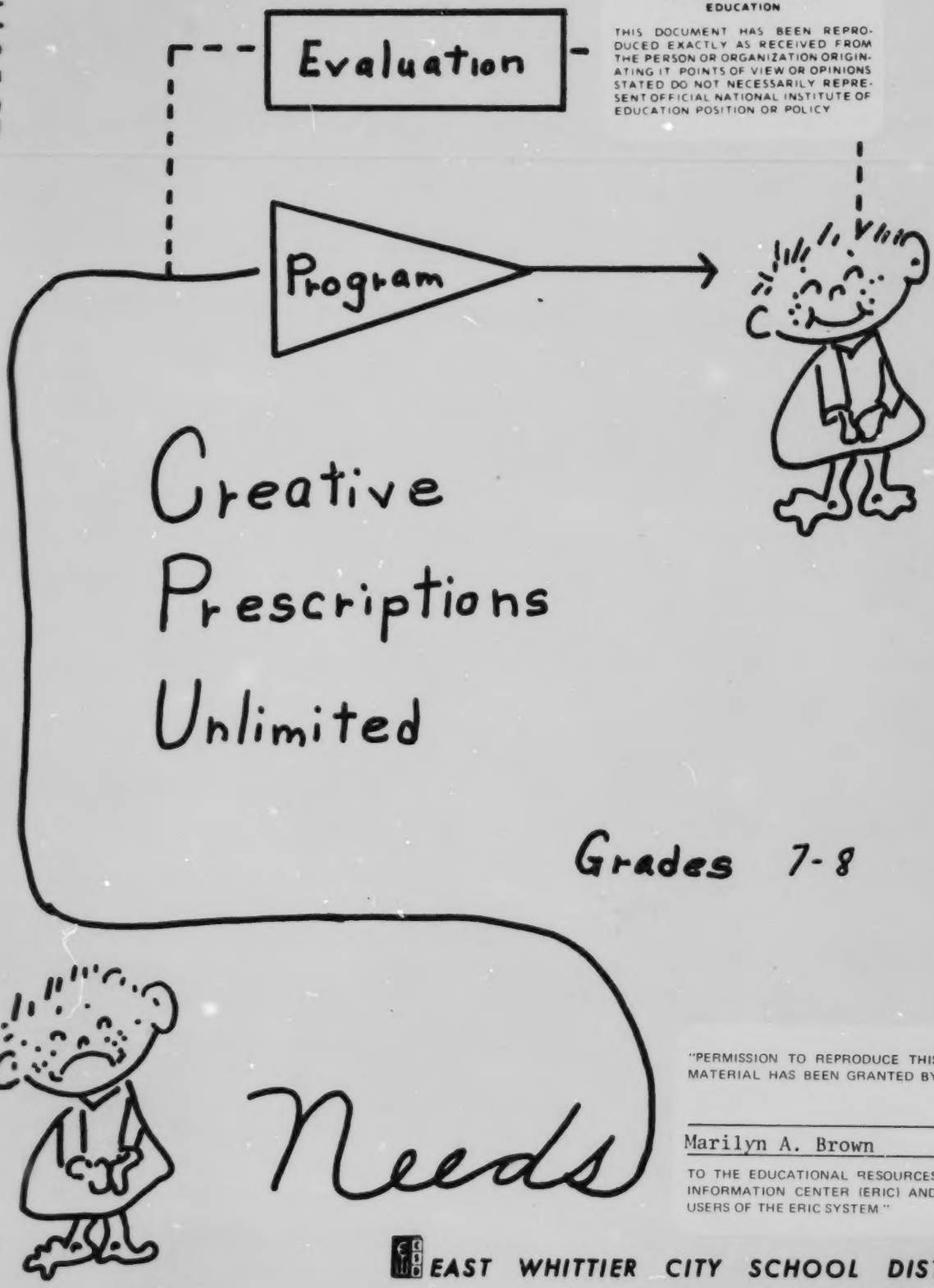

Creative Prescriptions Unlimited

Grades 7-8

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EAST WHITTIER CITY SCHOOL DISTRICT

The learner is an active agent who organizes the world by labeling and grouping, noting, and establishing relationships, and by hypothesizing and predicting. Thus the pupil creates his own world and is not totally dependent upon his world to shape and mold him. Yet, in order to create the kind of environment conducive to learning and mental health, certain conditions are necessary. Those conditions which give rise to productive learning are qualitatively and quantitatively rich experiences; human support and responsiveness to others; and, opportunities for the learner to mediate those experiences through conversation. The school may, and perhaps even must, provide all three of these conditions in order to make possible change in one's cognitive field and in one's behavior.

- Marie Hughes

East Whittier City School District

ACKNOWLEDGMENTS

We wish to express sincere appreciation to all those who gave so generously of their time and effort in the preparation and implementation of this creative problem-solving program based on the Structure of Intellect model.

Special thanks goes to the four resource teachers who developed the curriculum for the program:

Janice Allen
Marilyn Brown
Helen Clements
Ardith Johnson

and to the secretaries, Deede Boyer and Selma Bergen, who made rough copy look beautiful.

Much gratitude goes to the hardworking publications staff for their effort and interest in producing this project.

Sincere appreciation goes to the library staff for their help in cataloging and distributing materials.

We wish also to thank the publishers of commercial materials from which we have drawn in developing these lessons. A bibliography of valuable sources appears in the back of this guide.

We are deeply grateful to Bob Fraser, principal of Mar Vista School, and to his staff. Their support and assistance in the initial implementation of the program was outstanding. We wish also to thank the many parent volunteers at Mar Vista School for a very valuable contribution.

Also, we wish to thank the principals and those teachers at Granada School, Scott Avenue School, and C.T. Samuels School who implemented this program into their classrooms during the 1973-1974 school year.

We deeply appreciate the guidance we have received from the consultants on this project:

Dr. Mary N. Meeker
Director of Training
for Psychologists and Psychometrists
Loyola University
Los Angeles, California

Dr. Ralph Hoepfner
Director
Educational Evaluation Association
UCLA
Los Angeles, California

and Dr. J.P. Guilford whose valuable research is the basis for this program.

Special appreciation is expressed to Ron Salo, Coordinator of Educational Support Services, for his constant encouragement and support.

And a very special thank you to the boys and girls in the District who have worked with the lessons and have practiced creative problem solving skills.

And, finally our sincere thanks is extended to the members of the Board of Education of the East Whittier City School District who made this project, "Developing Divergent Modes of Thinking" possible.

Keith B. Walton, Superintendent

Eleanor M. Manning, Director
ESEA Title III
Developing Divergent Modes of Thinking

FOREWARD

Creative Prescriptions Unlimited (CPU) has been designed in an effort to help teachers find new ways to strengthen the thought processes of boys and girls and to develop more effective modes for solving problems.

The common thread of education is the development of the ability to think. The values and skills of thinking do not accrue automatically; do not develop by themselves. The natural capacities possessed by everyone need training and development.

As we worked with our boys and girls we felt that they were not using their fine minds as proficiently as they might. We wanted to develop activities that would cause them to use the higher thought processes. Programs for educating the gifted should include training in independent thinking. A program that merely calls for the dutiful collection of facts will not achieve this goal. We wanted to find ways to help students learn to consider all sides of a question; to keep their minds open as they considered many alternative solutions, and then evaluate those solutions in the cold light of reason; to become reflective rather than impulsive in considering problems. These ideas form the nucleus for this guide.

Creative Prescriptions Unlimited is a product of an ESEA, Title III project, Developing Divergent Modes of Thinking in Mentally Gifted Children. The project was in progress in the East Whittier City School District from October 1, 1971, to June 30, 1974.

The research of Dr. J.P. Guilford and his Structure of Intellect (SOI) model have been used as the basis for this project. (See Table 1.) Dr. Mary Meeker's interpretation of this research and her design for its practical application in the classroom has been heavily relied upon.

In the project we have hypothesized that, through providing educational activities designed to strengthen the thought processes, we can help boys and girls think more effectively. The results obtained through the administration of the Torrance Tests of Creative Thinking appear to bear this out.

The lessons in this guide are organized within the five operations of the mind as defined in the SOI. These operations are: cognition, memory, evaluation, convergent production, and divergent production. Figural, symbolic, and semantic content have been used. Behavioral content is not a part of this guide. All six products: units, classes, relations, systems, transformations, and implications have been considered. However, there is an emphasis on transformations and implications, since these two products are clearly related to the creative process.

Divergent production has received the greatest emphasis in the guide. This operation is an important part of the creative process. Divergent production encompasses:

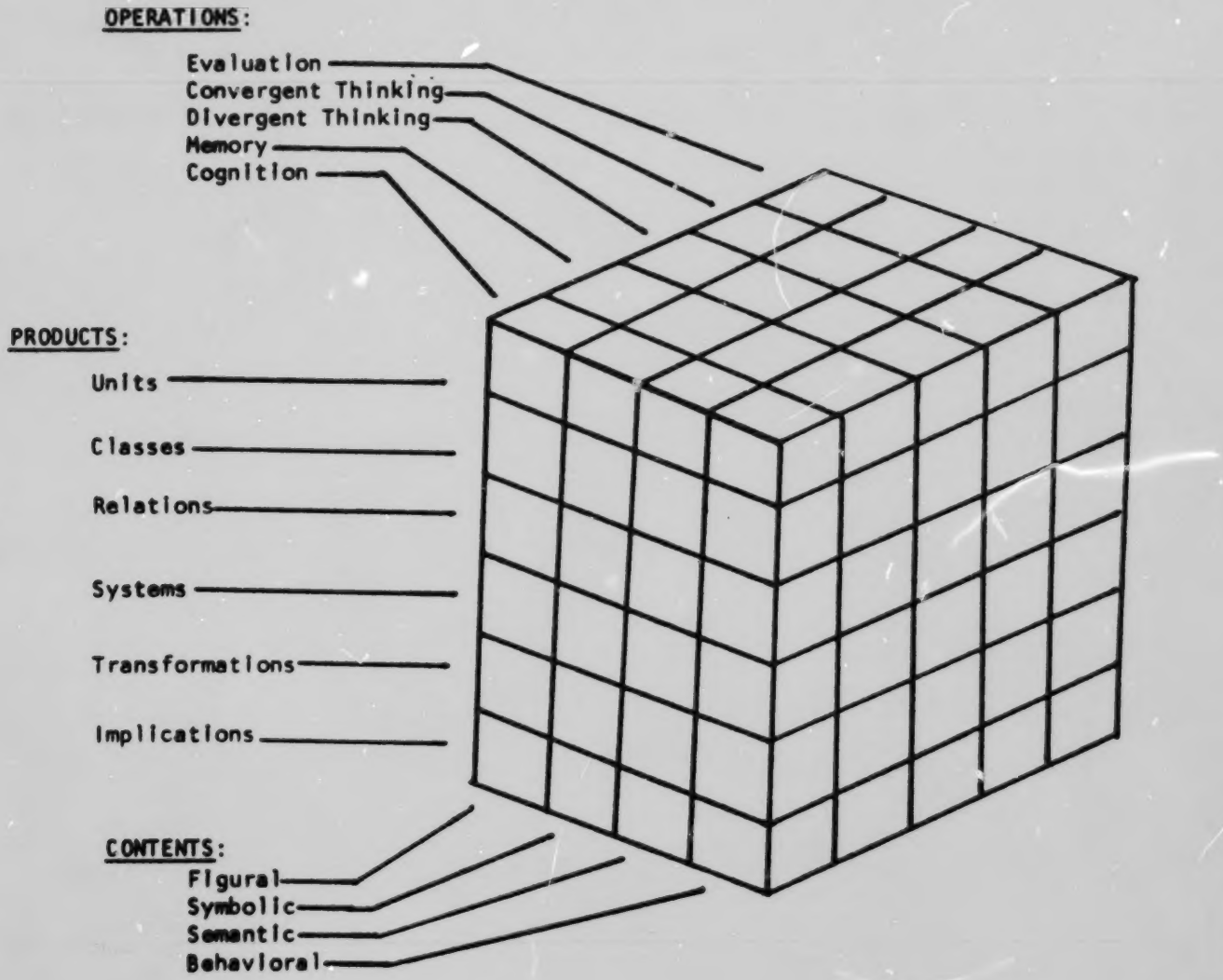
Fluency	-	the ability to generate a ready flow of ideas
Flexibility	-	the ability to use many different approaches or strategies in solving a problem; the willingness to change direction and modify given information.
Originality	-	the ability to produce clever, unique, and unusual responses.
Elaboration	-	the ability to expand, develop and embellish one's ideas.

The divergent production section of this guide is broken down into the above four components.

Creative problem solving lessons are stressed. The creative problem solving process includes all of the five operations of the mind. (See Table 2.) It is our hope that through gaining an understanding of this process and applying it in problem solving situations, our boys and girls will be better able to function in an ever changing society.

TABLE 1

STRUCTURE OF INTELLECT



THE CREATIVE PROCESS

Stages of Creative Process	Expected Form	Predominant Thinking Operation	Personality Factor or Attitude Required
desire preparation	neat well-organized well-stated	cognition memory	curiosity complexity studiousness sustained attention
manipulation incubation intimation illumination	sloppy often confused incoherent	divergent thinking	imagination intellectual freedom risk taking tolerance of failure and ambiguity
verification	neat well-organized clearly stated	convergent thinking evaluative thinking	intellectual discipline following logical sequence

TABLE 2

DEFINITIONS OF FACTORS COMPOSING THE STRUCTURE OF INTELLECT

MAJOR PROCESSES

Intellectual operations which the mind does with the raw materials of information.

C	COGNITION:	Discovery, awareness, rediscovery, or recognition of information in various forms; comprehension; understanding.
M	MEMORY:	Retention of information in any form.
N	CONVERGENT PRODUCTION:	Generation of information from given information, where emphasis is upon reproducing conventionally accepted best answers or outcomes.
D	DIVERGENT PRODUCTION:	Generation of information from given information, where the emphasis is upon the variety and quality of answers. This operation is closely related to the creative process.
E	EVALUATION:	Reaching decisions or making judgments concerning the correctness, suitability, adequacy, desirability of information, in terms of identity, consistency, and goal satisfaction.

CONTENTS

General varieties of information.

F	FIGURAL CONTENT:	Information in a concrete form, visually, auditorially, or kinesthetically.
S	SYMBOLIC CONTENT:	Information in the form of signs, having no significance in and of themselves, such as letters, numerals, musical notes.
M	SEMANTIC CONTENT:	Information in the form of meanings to which words commonly become attached; most notable in verbal thinking.
B	BEHAVIORAL CONTENT:	Information essentially non-verbal, involved in human interactions, where awareness of attitudes, need, desires, intentions, thought, etc. of other processes is important. (Behavioral content is not a part of this project.)

PRODUCTS

Results obtained from the intellect's processing of information.

U	UNITS:	Segregated items of information having "thing" quality.
C	CLASSES:	Items of information grouped by common properties.
R	RELATIONS:	Recognized connections between units of information based upon variables that apply to them.
S	SYSTEMS:	Organized items of information; complexes of interrelated or interacting parts.
T	TRANSFORMATIONS:	Changes in existing or known information, or in its use; requiring the redefinition or modification of information.
I	IMPLICATIONS:	Extrapolations of information in the form of expectancies, predictions, and consequences.

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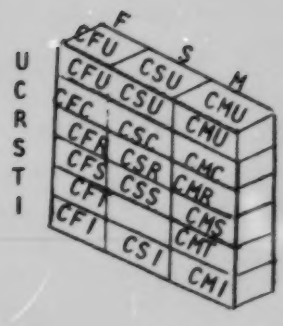


Concept Cognition

Curricular Objective

1.1 The student will be able to recognize a complete visual form.

Input

Figural completion exercises from "Children's Highlights."

Discuss recognizing, comprehending and being aware of figural objects.

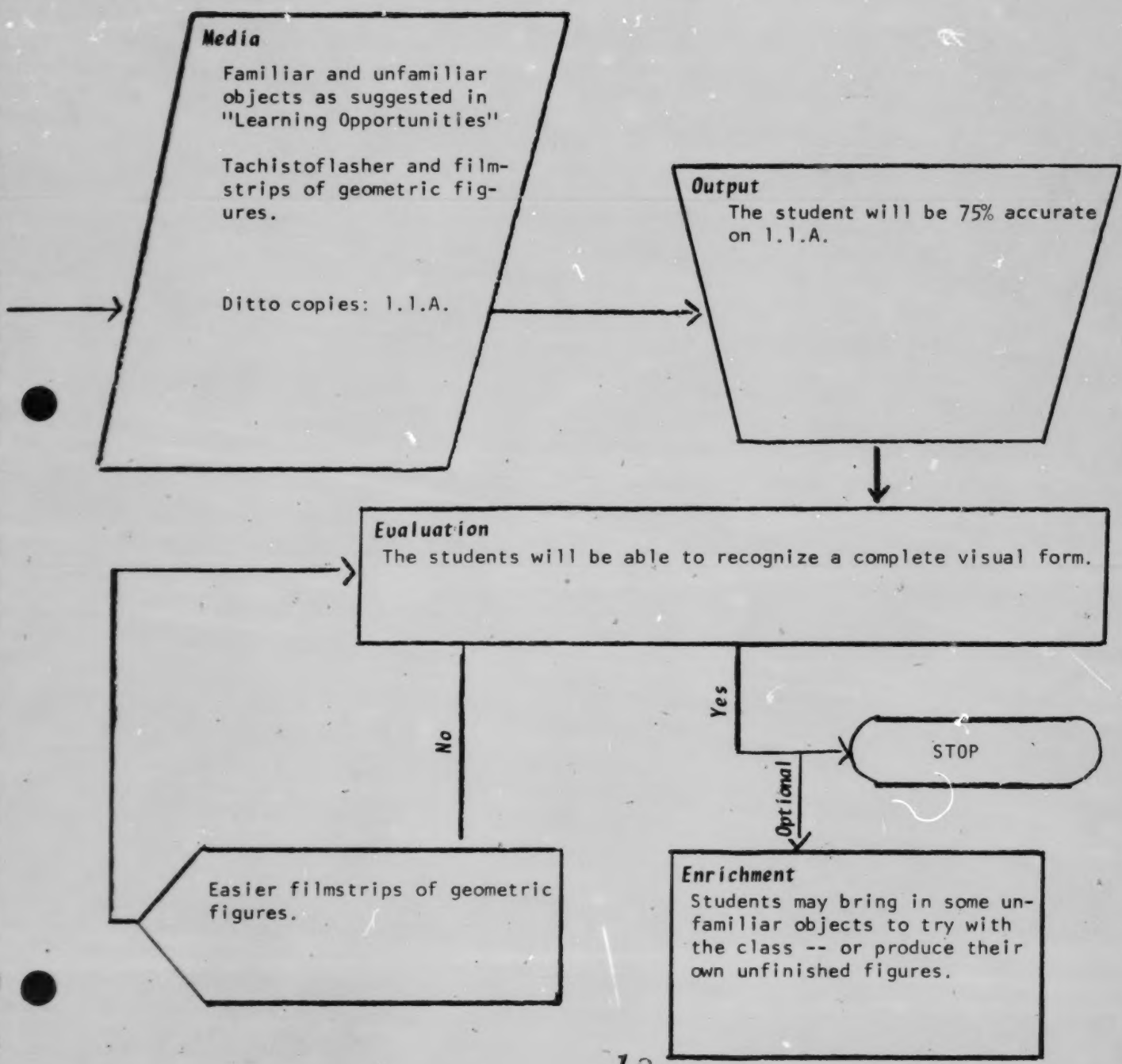
Learning Opportunities

I. Show some familiar objects such as those in the classroom and ask what they are. Point out that recognition has to do with memory.

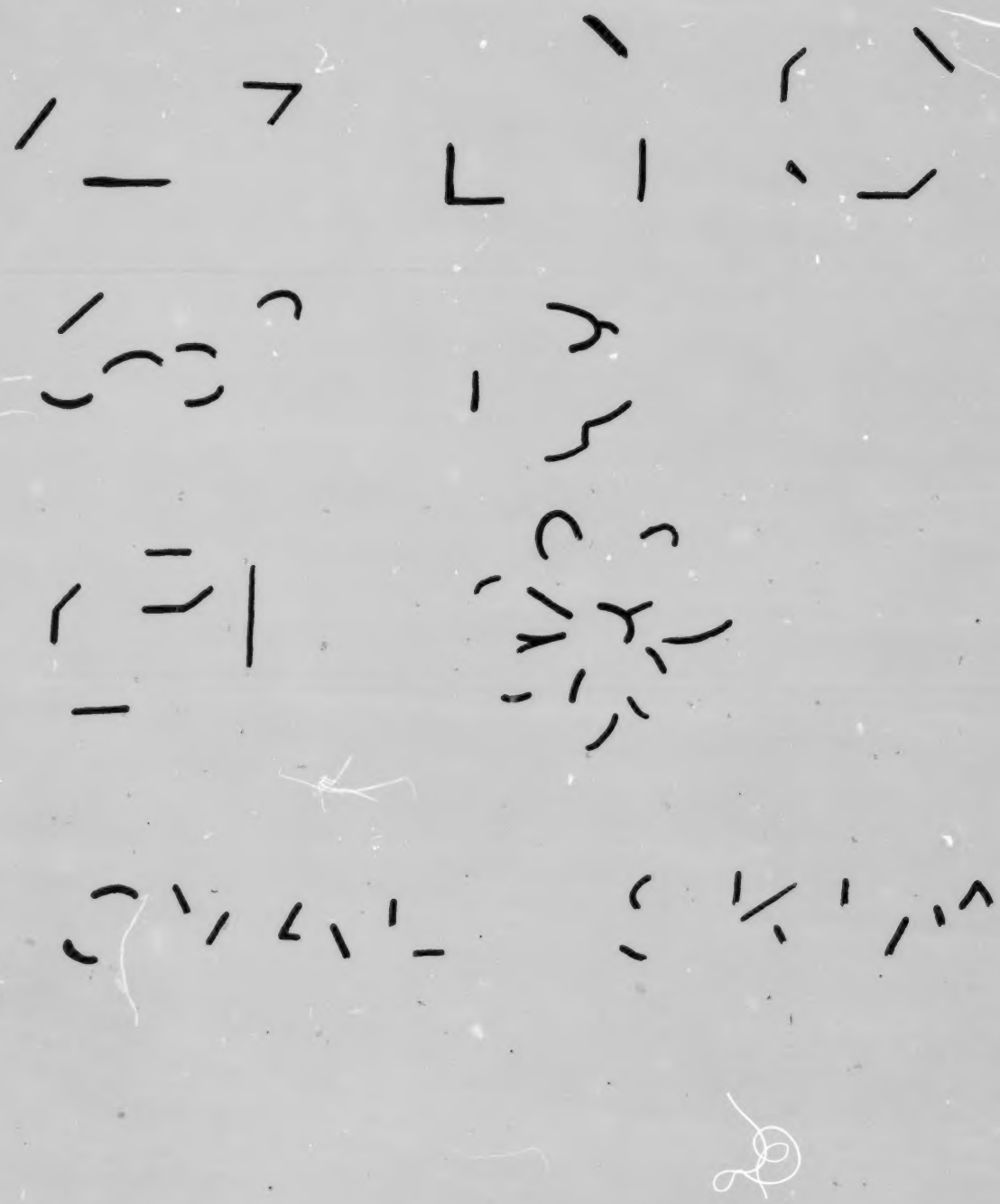
II. Show objects which should be unfamiliar: drapery weight, prism, brads, wire basket supports, parts of something such as a watch spring or out-of-date objects like a hair receptacle. Stress the fact that experience has a lot to do with cognition.

III. Use the number sequences and geometric figures filmstrips on the tachistoflasher.

IV. Distribute copies of 1.1.A. Follow direction and correct in class.

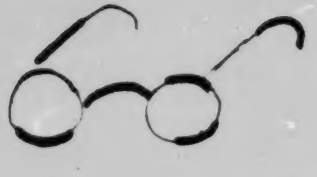

Media
Familiar and unfamiliar objects as suggested in "Learning Opportunities"
Tachistoflasher and filmstrips of geometric figures.
Ditto copies: 1.1.A.
Output
The student will be 75% accurate on 1.1.A.
Evaluation
The students will be able to recognize a complete visual form.
Yes
No
STOP
Optional
Easier filmstrips of geometric figures.
Enrichment
Students may bring in some unfamiliar objects to try with the class -- or produce their own unfinished figures.

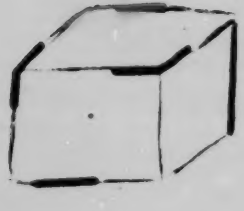
Complete the following figures and words.



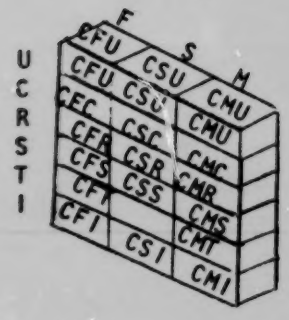
ANSWER SHEET

Complete the following figures and words.





OVAL SKIN



Concept Cognition

Curricular Objective

1.2 The student will be able to classify figural data according to designated categories or to recognize new categories based on qualities of sameness.

Input

Discuss how figures can be alike using collections, room objects, or flash cards. (See: 1.2.D.)

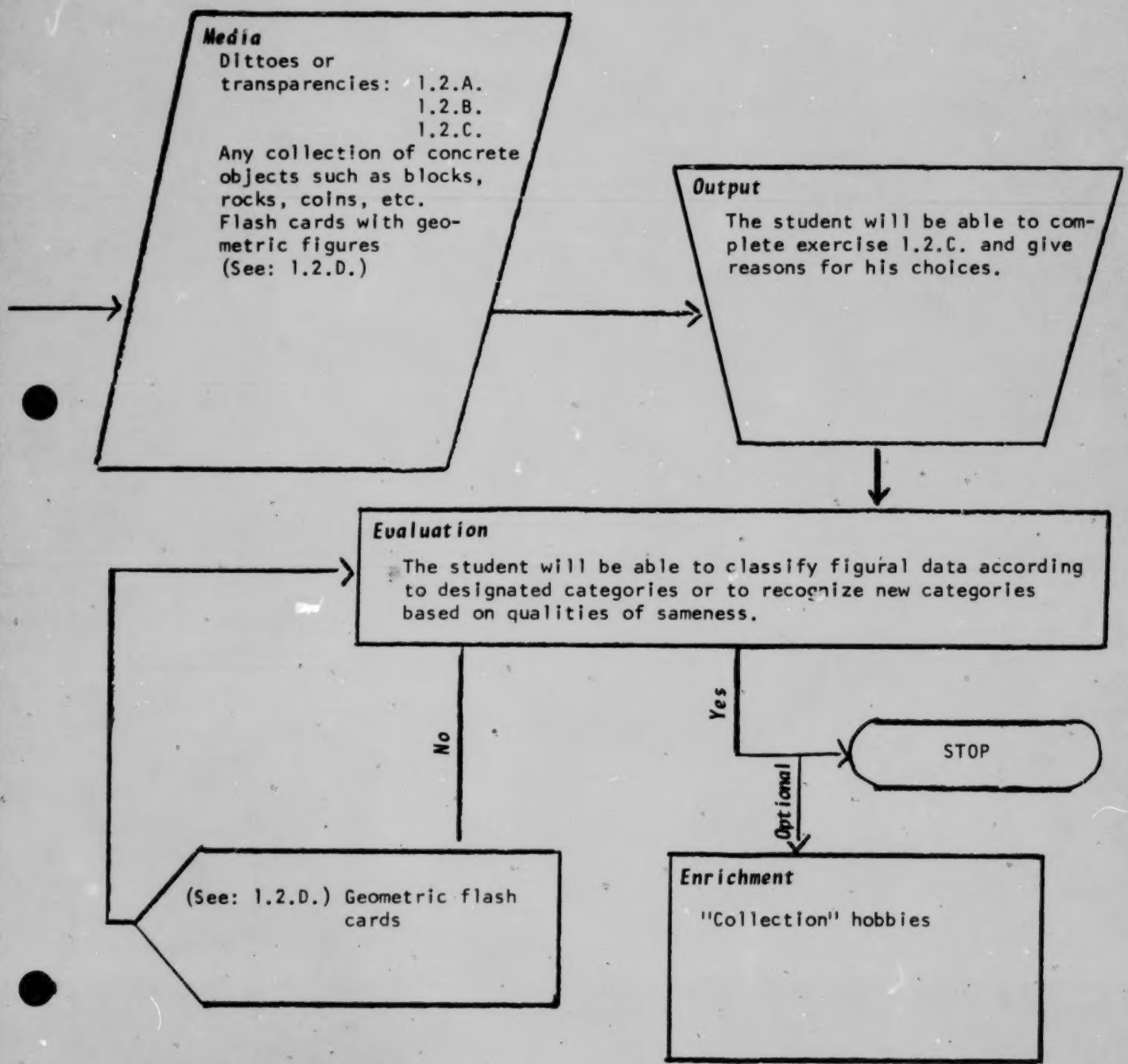
1. Size
2. Shape
3. Value
4. Origin
5. Uses
6. Position
7. Condition
8. Weight, etc.

Learning Opportunities

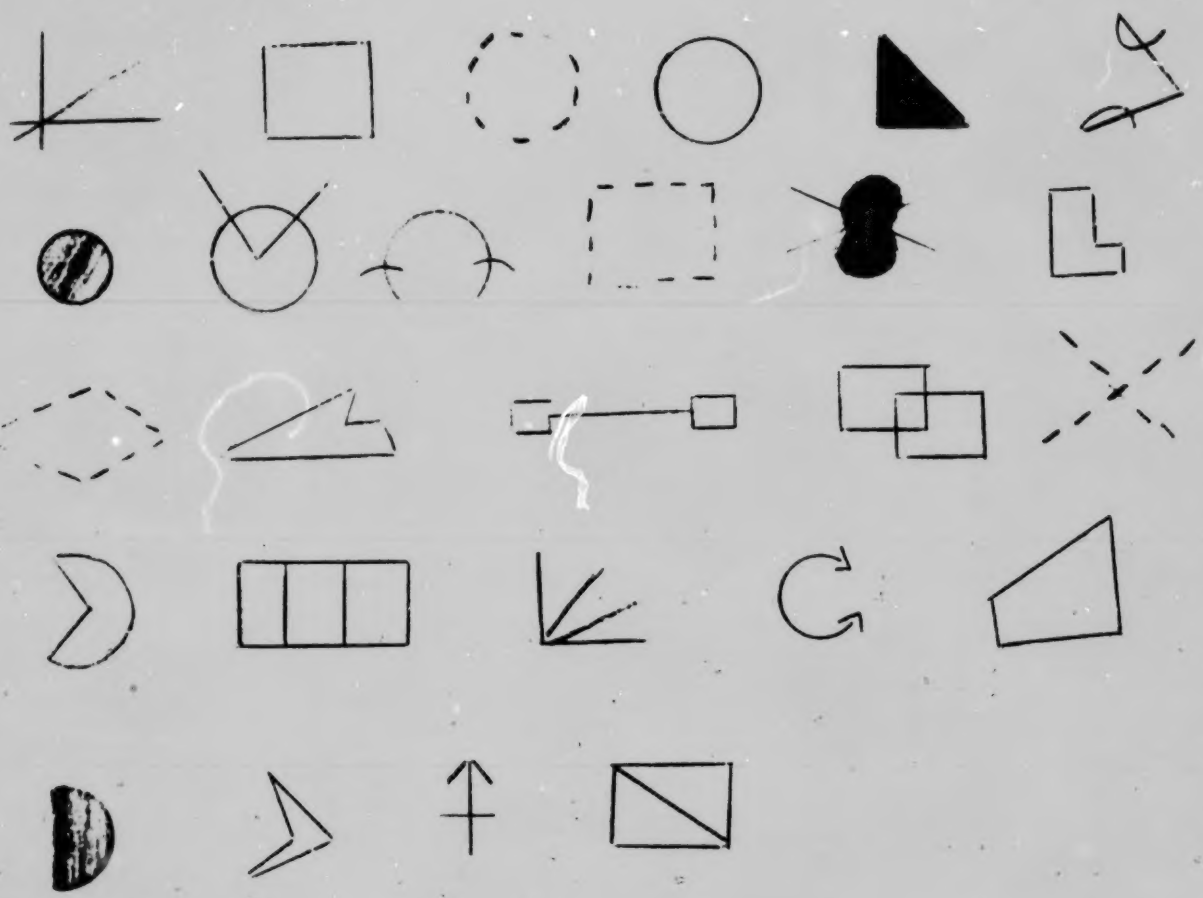
I. Distribute copies of 1.2.A.*
   A. Working in groups of 3 or 4, students will list as many categories (classifications) as possible in 10 minutes.
   B. The groups will combine their categories into one list and be ready to explain their choices.

II. Distribute copies of 1.2.B.*
   A. The teacher may either
      1. offer categories to be located and/or,
      2. may ask students to find as many categories as possible. (There are at least 64).

*Examples could also be made into transparencies.


Media
Dittoes or transparencies: 1.2.A.
1.2.B.
1.2.C.
Any collection of concrete objects such as blocks, rocks, coins, etc.
Flash cards with geometric figures
(See: 1.2.D.)
Output
The student will be able to complete exercise 1.2.C. and give reasons for his choices.
Evaluation
The student will be able to classify figural data according to designated categories or to recognize new categories based on qualities of sameness.
No
Yes
STOP
Optional
(See: 1.2.D.) Geometric flash cards
Enrichment
"Collection" hobbies

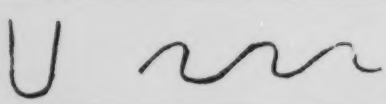
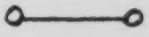
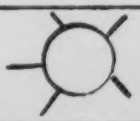
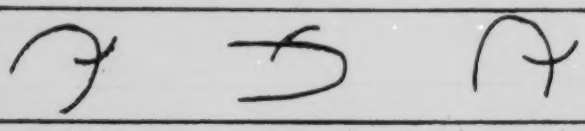
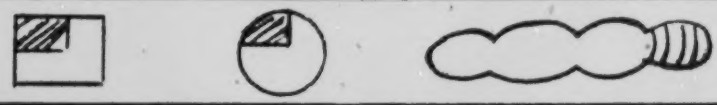
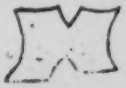
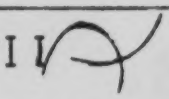
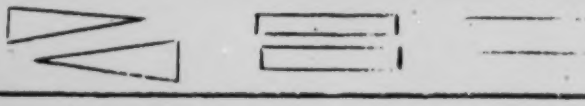
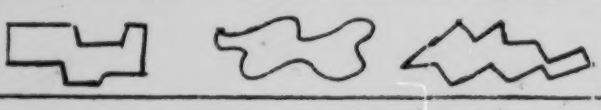
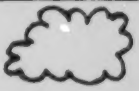
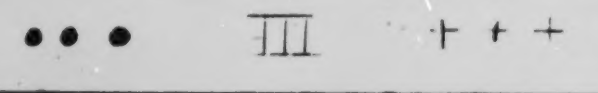
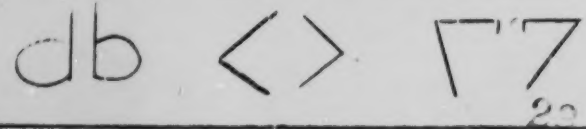
Examine the figures carefully. Group into classes based on similarities. Figures may be used as many times as you wish. See how many classifications you can discover.



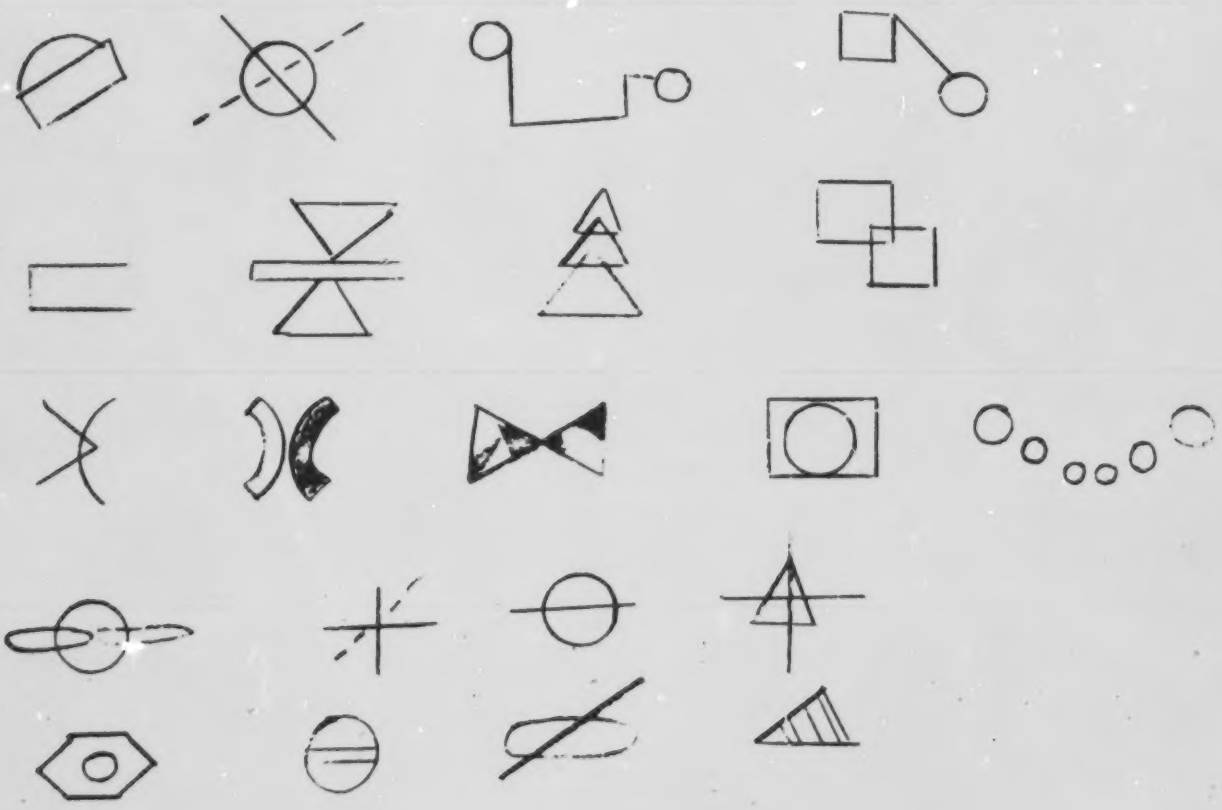
CLASSIFICATION

(See directions in Teacher's Guide.)

Which alternative belongs to the same class as the lettered items?

A___	A. 	I
B___	B.	II 
C___	C.	III
D___	D.	IV 
E___	E. 	V
F___	F. 	VI 
G___	G.	VII
H___	H.	VIII 
I___	I.	IX
J___	J. 	X
K___	K. 	XI 
L___	L. 	XII
M___	M. 	XIII 3

Examples for flash cards:



How many ways can these be classified?

ANSWER SHEET

Example 1.2.C

A. V

B. IX

C. VI

D. I

E. VIII

F. III

G. IV

H. X

I. II

J. VII

K. XI

L. XIII

M. XII

Concept Cognition

Curricular Objective

1.3 The student will be able to recognize the relationship between and among given figural information and be able to explain the reason(s) for the relationship.

Input

Discuss how to "word" the given relationship other than, "This is to ____ as this is to _____."

Stress other wording, such as:
1. "This contains this..."
2. "This travels on..."
3. "This goes into.."
4. "These are both..."

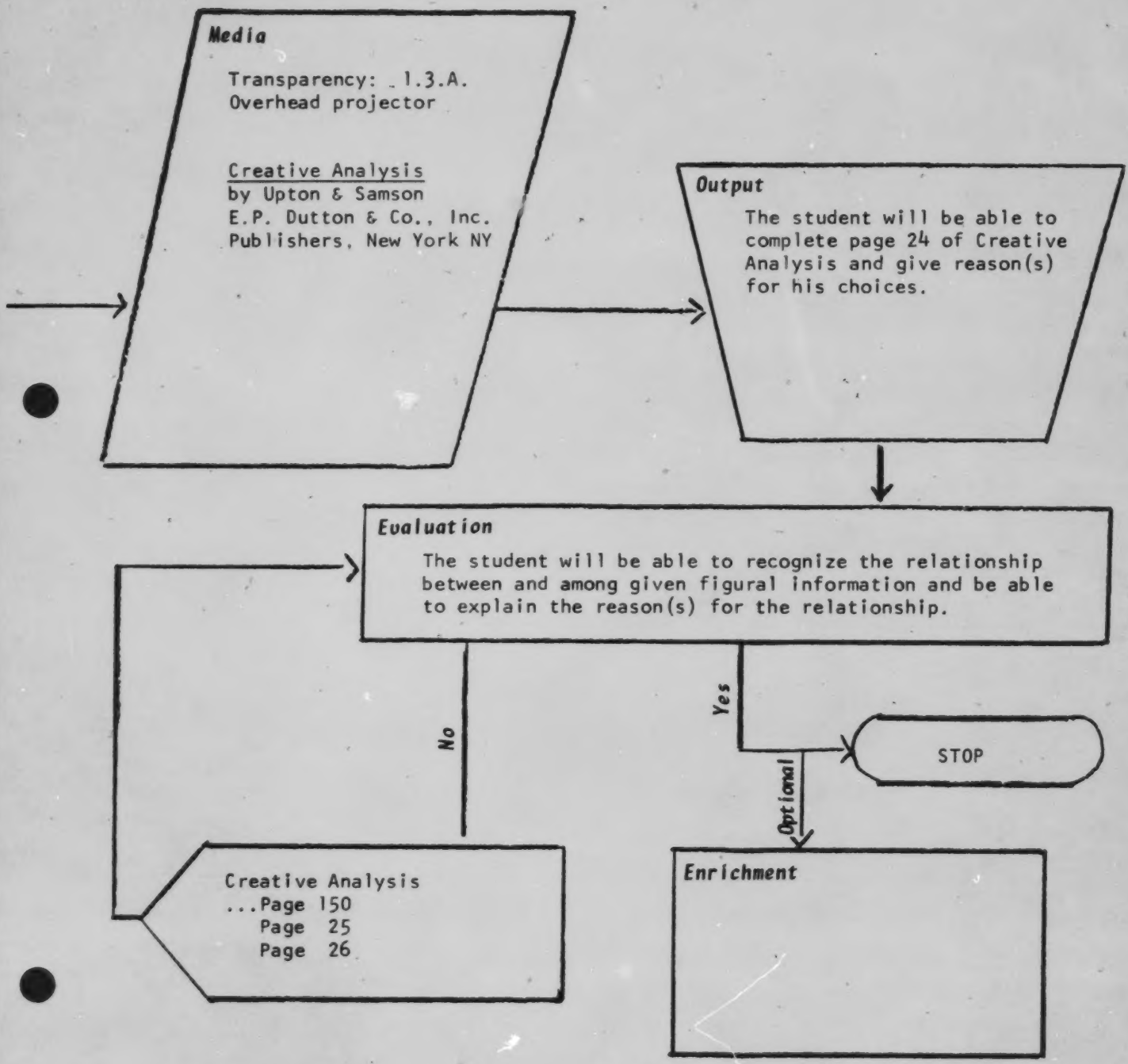
Learning Opportunities

It will be necessary to use Creative Analysis by Upton and Samson, for this lesson.

I. Use a transparency of geometric shapes (See: 1.3.A.) to discuss similarities. (This is a carry over from 1.2 used as an introduction to relationships.)

II. Distribute pages 148 and 149 of Creative Analysis.
   A. Give time for most to finish. Discuss answers as a group.

III. Distribute Page 23.
   A. Discuss the more complicated relationship.
   B. Work a few items together and give time for most to finish (working together should not necessarily be discouraged.)


Media
Transparency: 1.3.A.
Overhead projector
Creative Analysis
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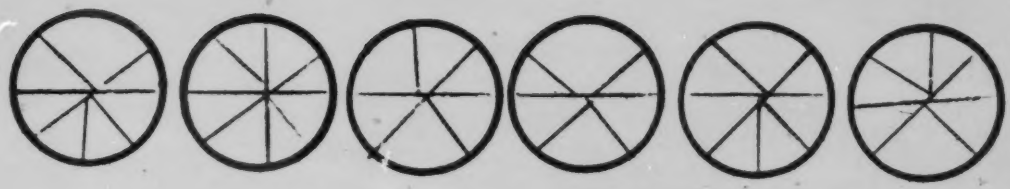
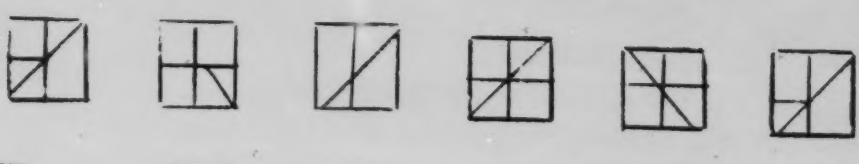
Publishers, New York NY
Output
The student will be able to complete page 24 of Creative Analysis and give reason(s) for his choices.
Evaluation
The student will be able to recognize the relationship between and among given figural information and be able to explain the reason(s) for the relationship.
Yes
No
STOP
Optional
Creative Analysis
...Page 150
Page 25
Page 26
Enrichment

Directions: Examine the sample row of figures on this page. You will notice that the first and fifth figures are virtually alike.
Check these figures with your pencil.
Check the figures in each of the numbered rows.

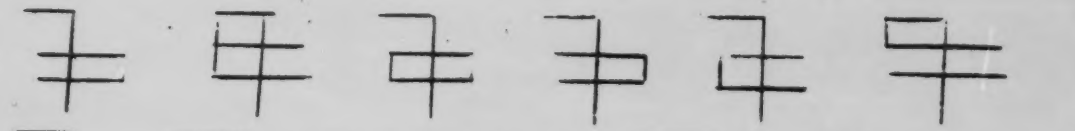
Sample:



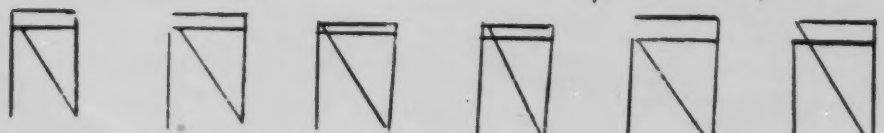
1.)



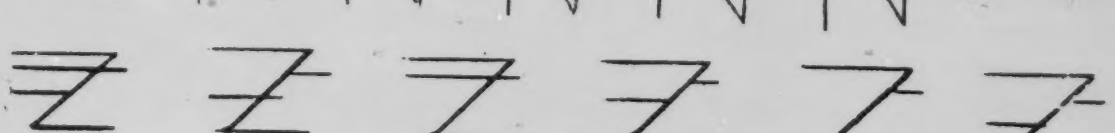
2.)



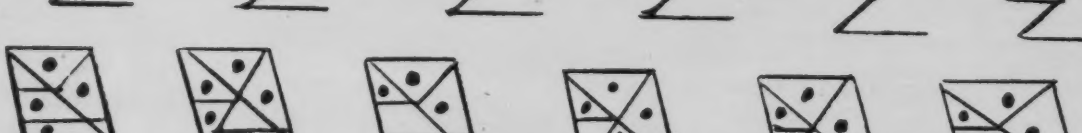
3.)



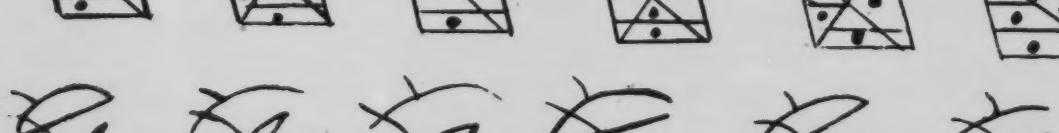
4.)



5.)



6.)



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ANSWER SHEET

Example 1.3.A

1. 1 and 6
2. 1 and 4
3. 2 and 6
4. 4 and 6
5. 2 and 5
6. 2 and 6

Creative Analysis
Page 148

6. b
7. c
8. a
9. c
10. c

Creative Analysis
Page 149

11. c
12. a
13. c
14. b
15. c

Creative Analysis
Page 23

31. a homes
32. a -b (talent - placid)
33. a open
34. b half
35. c backward
36. b extension
37. c make
38. a hang
39. b objects at juncture
40. b dull

Creative Analysis
Page 24

41. b rebel
42. b sweet
43. a can't
44. b caught
45. b spout
46. c pass
47. c outdoors
48. a action
49. c covers
50. a wrong

Creative Analysis
Page 150

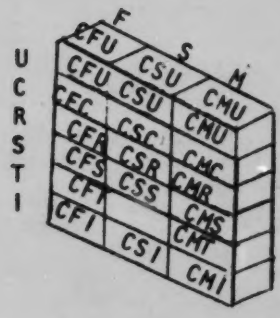
16. a
17. c
18. c
19. b
20. b

Creative Analysis
Page 25

51. c supports
52. c measure
53. b utensil
54. a soft
55. b organisms
56. a carrying fluids
57. b unfinished
58. c myths
59. a turns
60. c consumable

Creative Analysis
Page 26

61. a broken
62. c trap
63. b end
64. b increase
65. a opposites
66. a natural
67. c limits
68. b power source
69. a reproduction
70. b upside down



Concept Cognition

Curricular Objective

1.4 The students will be able to mentally reconstruct a 2-dimensional object into a 3rd dimension so that they can identify arrangements of visual objects in space.

Input

Use 3-dimensional objects such as:
- dice
- letterblocks
- mathematical (geometrical) figures

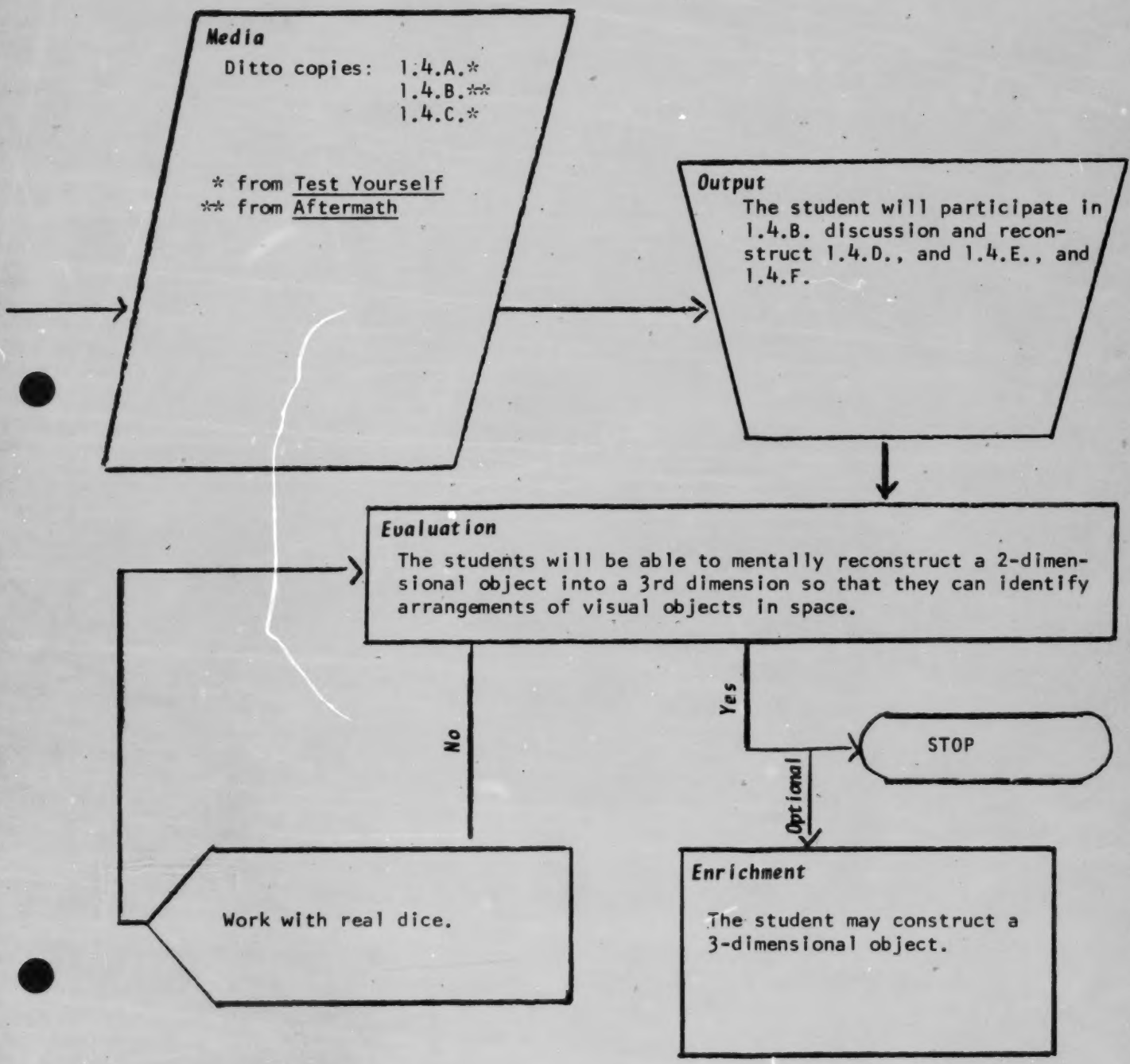
as a lead-up to 2-dimensional work.

Learning Opportunities

I. Example 1.4.A. may be done on dittoes or transparency with the class as a whole.

II. Distribute 1.4.B.
- A. Examples A-D should be done by one third of the class without opportunity for these students to discuss among themselves.
- B. Use E-H and I-L in the same manner as above.
- C. The whole class should have the opportunity to complete all items but each group will act as "teachers" for their examples.

III. Distribute copies of 1.4.C.
- A. Should be thoroughly discussed (individually, if possible) with as much opportunity as possible for each student to explain his thinking.


Media
Ditto copies: 1.4.A.*
1.4.B.**
1.4.C.*
* from Test Yourself
** from Aftermath
Output
The student will participate in 1.4.B. discussion and reconstruct 1.4.D., and 1.4.E., and 1.4.F.
Evaluation
The students will be able to mentally reconstruct a 2-dimensional object into a 3rd dimension so that they can identify arrangements of visual objects in space.
Yes
No
STOP
Optional
Work with real dice.
Enrichment
The student may construct a 3-dimensional object.

Part One:
Directions: On the blank line, write the number of surfaces each object has. For example:

The object at right has 4 sides, a top and a bottom, or 6 surfaces in all. So you write 6.

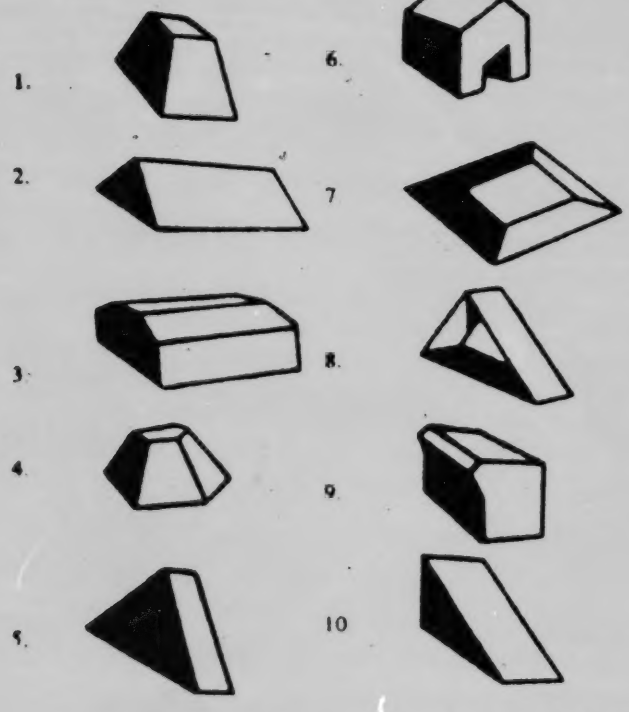
The object at right has 1 top surface, 3 bottom surfaces, 4 outer side surfaces, and 2 inner side surfaces, or 10 surfaces in all. So you write 10.

A. 6

B 10

Study the samples until you are sure you understand the answers you are to make. Then begin the test.

TIME LIMIT: 1 MINUTE



1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

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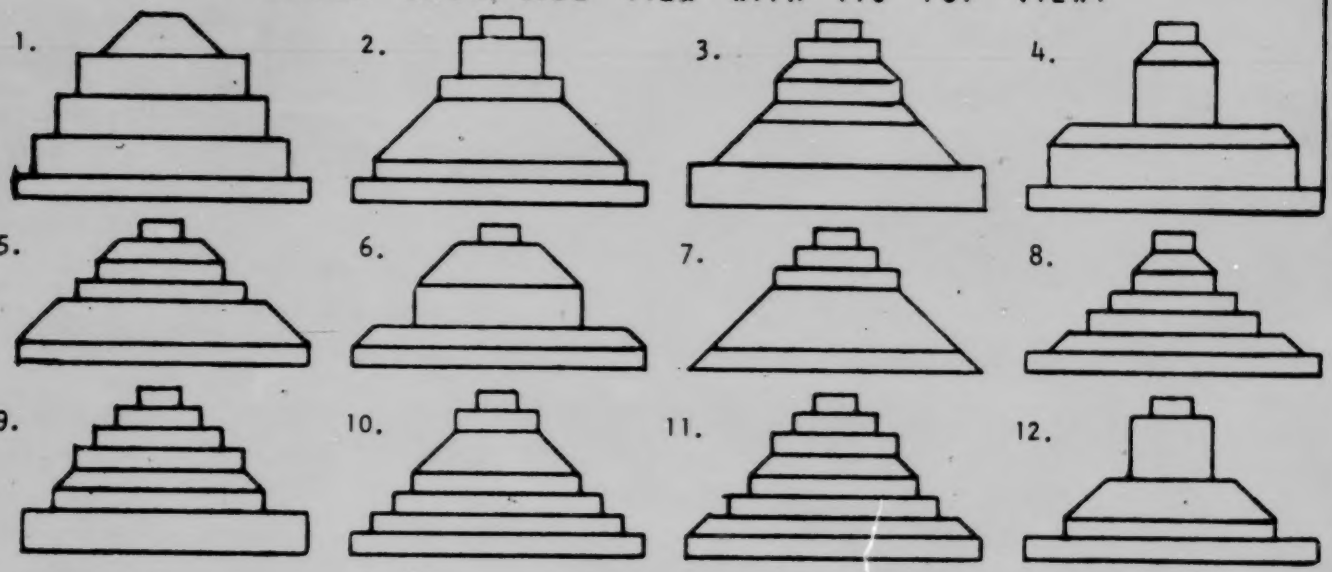
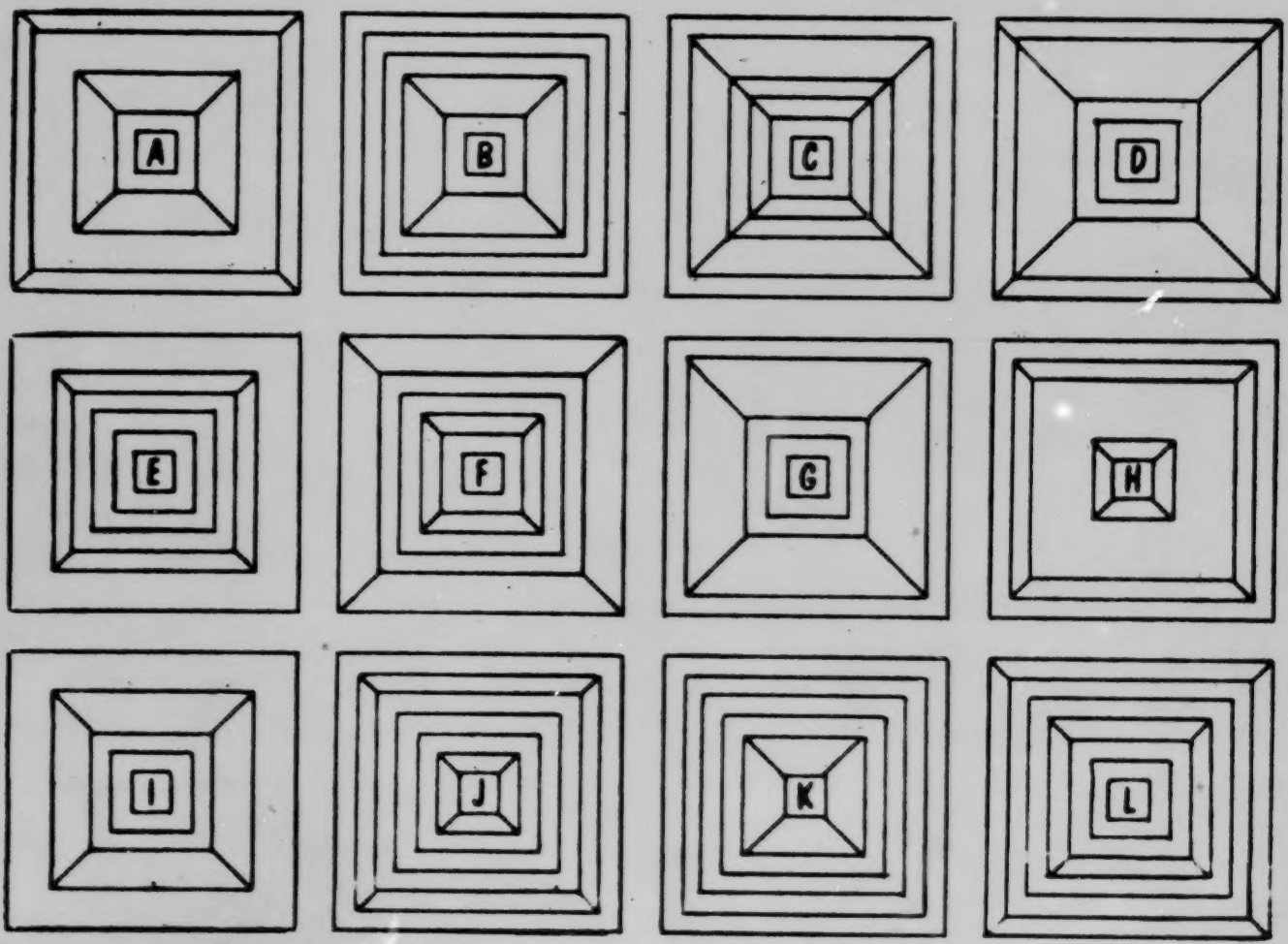
PROFILE PUZZLE

MATCH EACH SIDE VIEW WITH ITS TOP VIEW.





From Aftermath 4, Published by Creative Publications, Inc. Palo Alto, Ca.
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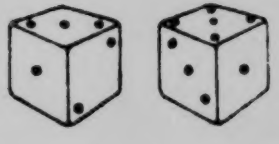
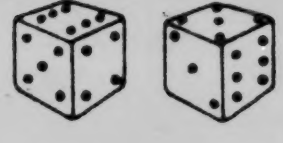
Part Two:
Directions: Examine each pair of dice. If, insofar as the dots indicate, the first one of the pair can be turned into the position of the second one, circle YES. If not, circle NO.

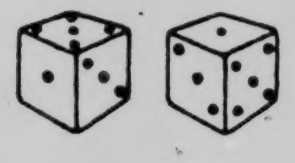
Do not guess. It is better in this test to leave the answer blank than to answer wrongly.

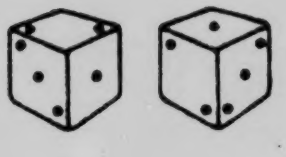
TIME LIMIT: 2 MINUTES

1.  YES NO

2. YES NO

3.  YES NO

4.  YES NO

5.  YES NO

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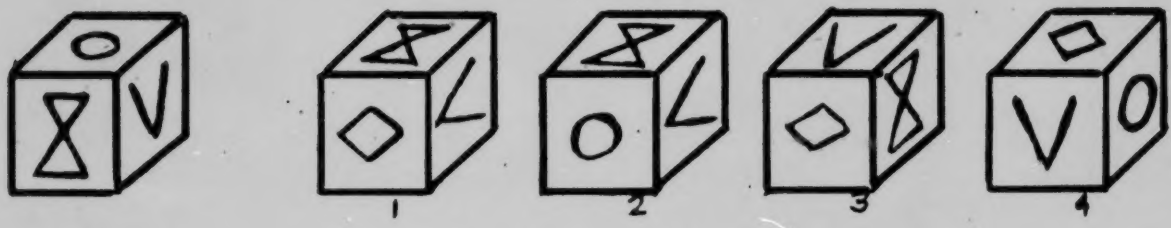
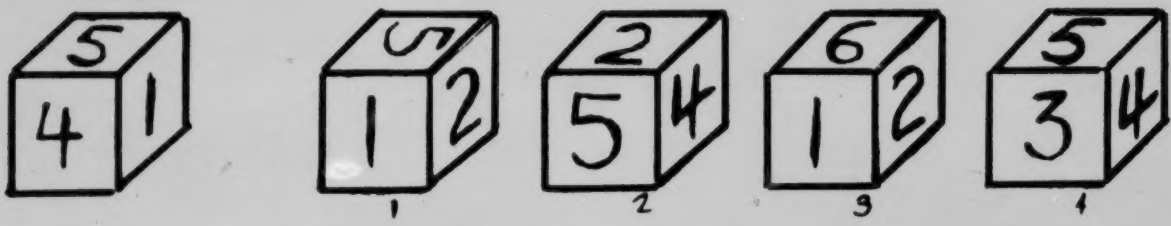
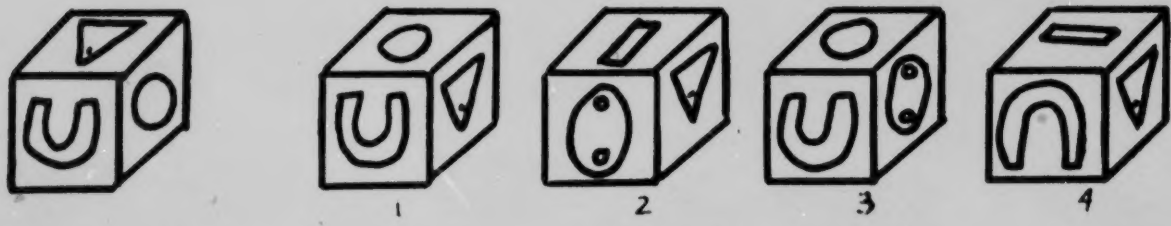
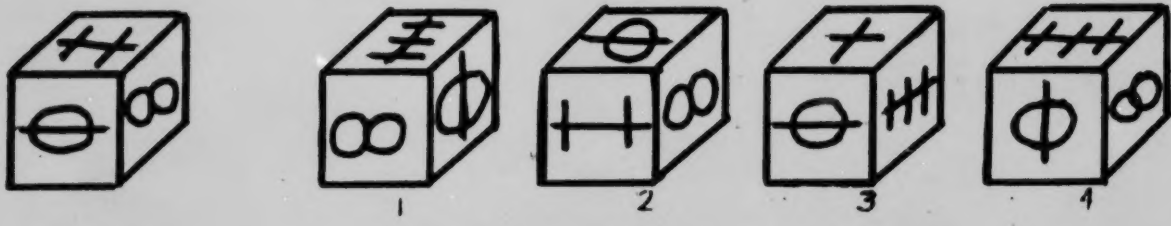
MECHANICAL AND NON-VERBAL CUBE TURNING

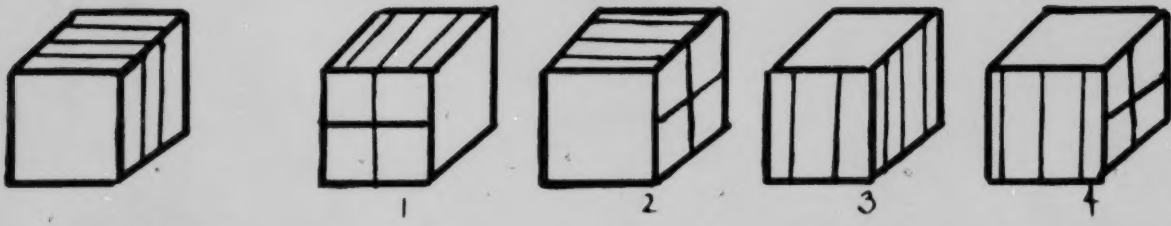
Circle the number of the cube that is the one that could be the key cube at the left.

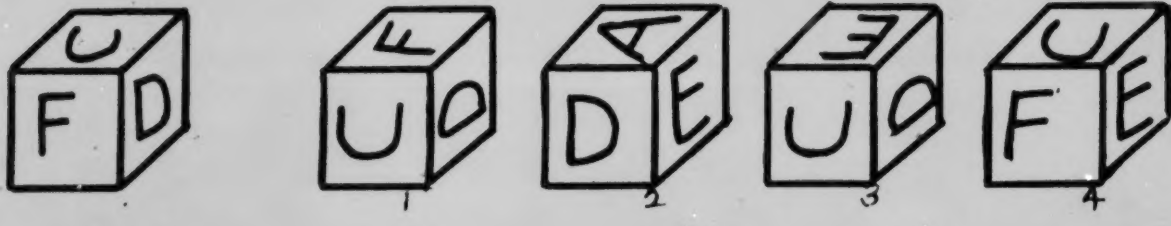
1. 

2. 

3. 

4. 

5. 

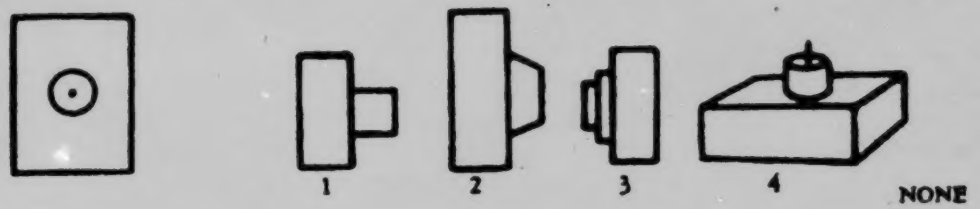
6. 

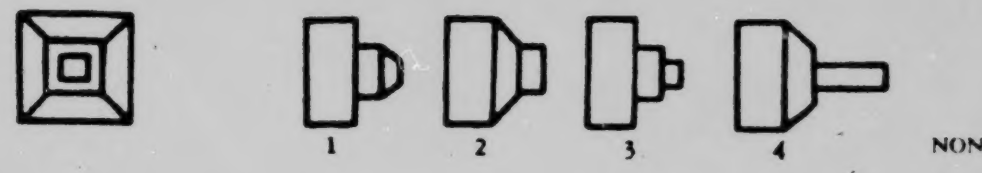
Part Three:

Directions: In each row, the first drawing represents a solid object. If another drawing in that row shows the same object in a different position, circle the number of that drawing. If no drawing in the row shows the first object, circle NONE.

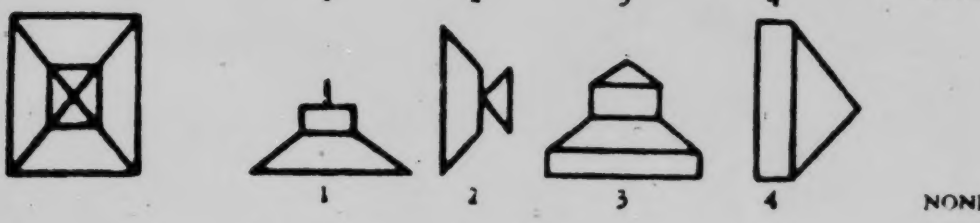
TIME LIMIT: 1 MINUTE

A.

B. 

C. 

D.

E. 

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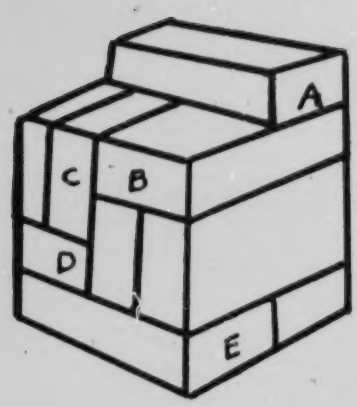
I.



A ____

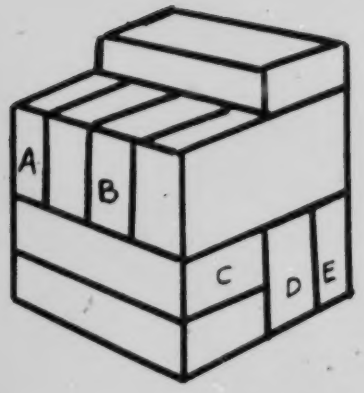
B ____

C ____

D ____

E ____

II.



A ____

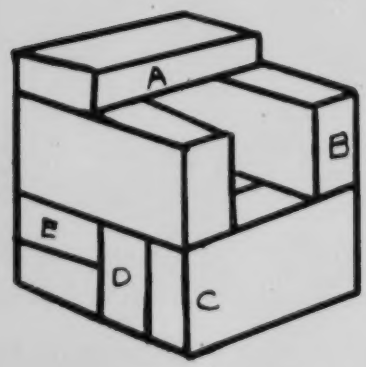
B ____

C ____

D ____

E ____

III.



A ____

B ____

C ____

D ____

E ____

ANSWER SHEET

Example 1.4.A.:

1.	6
2.	5
3.	8
4.	7
5.	5
6.	11
7.	6
8.	6
9.	8
10.	5

Example 1.4.B.:

1.	K
2.	G
3.	C
4.	H
5.	F
6.	A
7.	D
8.	J
9.	E
10.	B
11.	L
12.	I

Example 1.4.C.:

1.	No
2.	Yes
3.	No
4.	No
5.	Yes

Example 1.4.D.:

1.	1
2.	1
3.	2
4.	3
5.	Any
6.	3

Example 1.4.E.:

A.	3
B.	4
C.	4
D.	None
E.	3

Example 1.4.F.:

I.

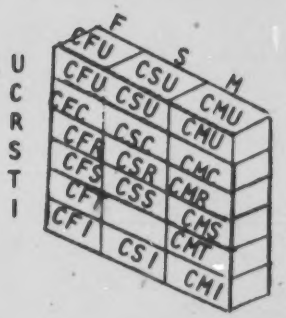
A.	3
B.	4
C.	5
D.	5
E.	4

II.

A.	5
B.	6
C.	6
D.	7
E.	5

III.

A.	2
B.	4
C.	3
D.	5
E.	4



Concept Cognition

Curricular Objective

1.5 The student will be able to see a number of different figures suggested by a given, uncommon figure.

Input

Discuss how advertising changes a common figure for the purpose of "pushing" their product.

1. Armstrong tires
2. Aspirin hammers

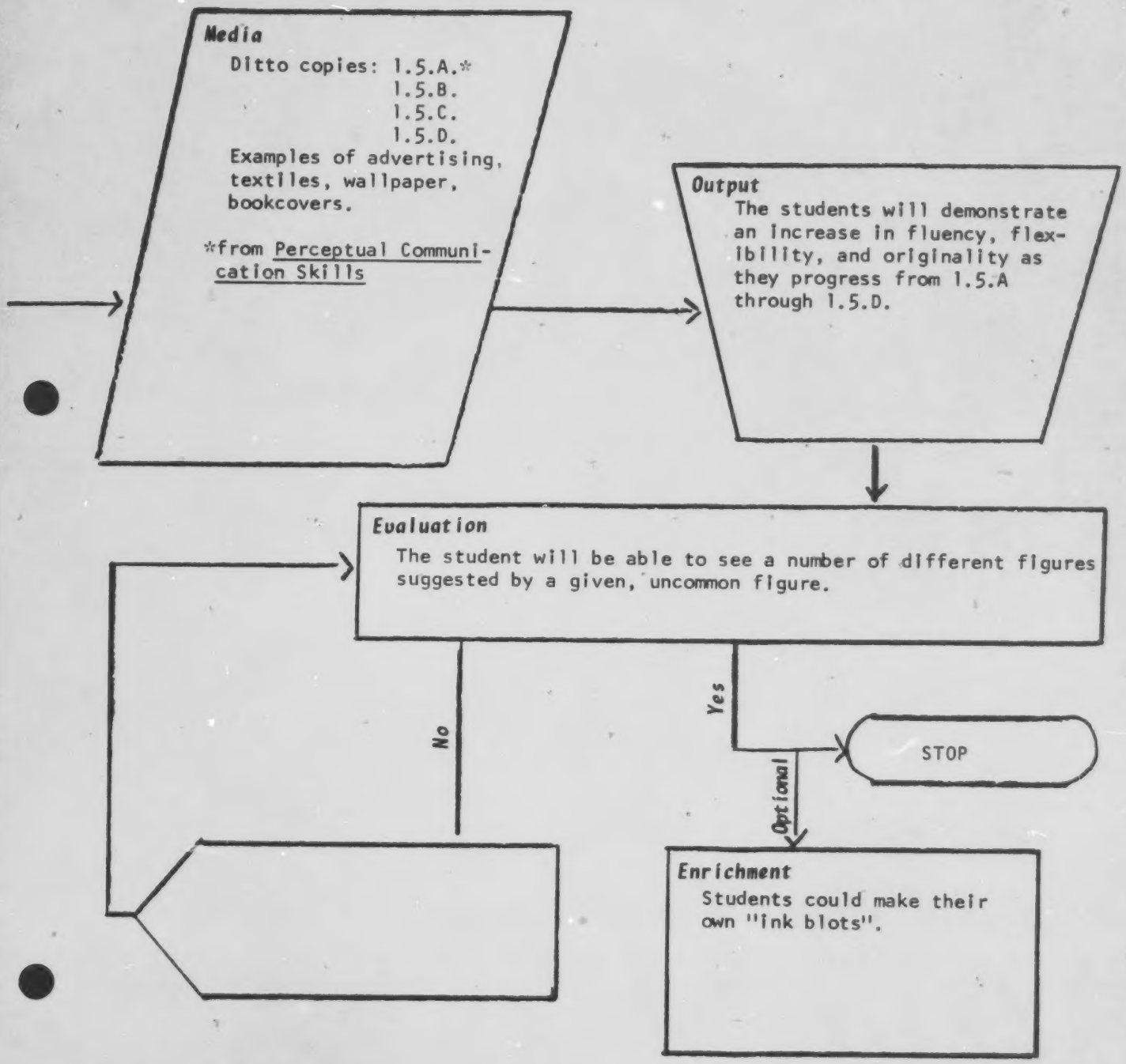
Discuss textile - wallpaper psychodelic designs.

Point out that all ideas are acceptable and there is to be no criticism.

Learning Opportunities

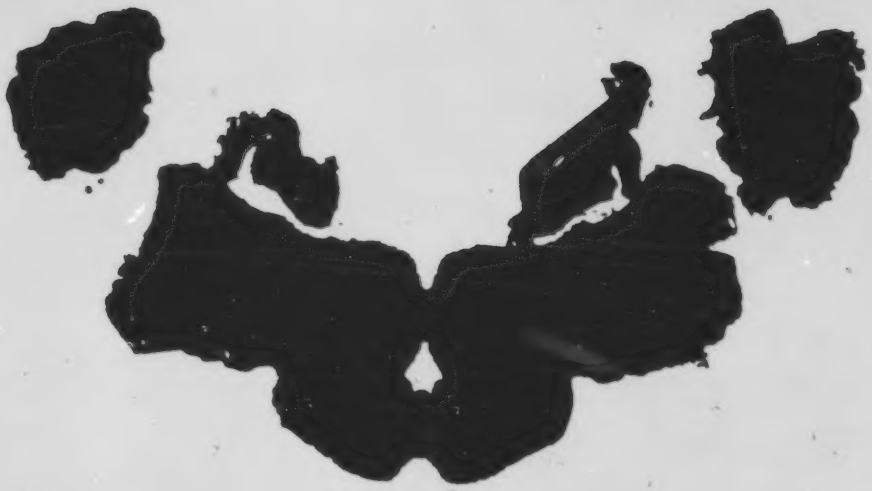
1. Distribute copies of 1.5.A., 1.5.B., 1.5.C., and 1.5.D. and give students time to adjust to this type of activity.

   Some may try to converge on a "correct" answer. Then ask, "What else can this be?"


Media
Ditto copies: 1.5.A.*
1.5.B.
1.5.C.
1.5.D.
Examples of advertising, textiles, wallpaper, bookcovers.
*from Perceptual Communication Skills
Output
The students will demonstrate an increase in fluency, flexibility, and originality as they progress from 1.5.A through 1.5.D.
Evaluation
The student will be able to see a number of different figures suggested by a given, uncommon figure.
No
Yes
STOP
Optional
Enrichment
Students could make their own "ink blots".

USING YOUR IMAGINATION

Look at the pictures below and try to see as many different things as you can.



List some of the things you see:

From Perceptual Communication Skills Series, Selma Herr, IMED, Instructional Materials and Equipment Distributors ©1967

USING YOUR IMAGINATION

Look at the pictures below and try to see as many different things as you can.

List some of the things you see:

_____

_____

_____

_____

_____

_____

_____

_____

_____

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USING YOUR IMAGINATION I.5.C.

Look at the pictures below and try to see as many different things as you can.

L'st some of the things you see:

_____

_____

_____

_____

_____

_____

_____

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USING YOUR IMAGINATION

Pages of inkblot designs are used to develop greater awareness, imagination, and creativeness. There is a space below each figure to list what you see in the design. The class may wish to compare their interpretations of the design. If you wish to make some inkblot pictures, fold a sheet of paper, open it, and drop paint or ink on one side of the paper. Press the two sides together and then open the paper. Colors may be used to make more striking designs.

Look at the pictures below and try to see as many different things as you can.

List some of the things you see:

_____

_____

_____

_____

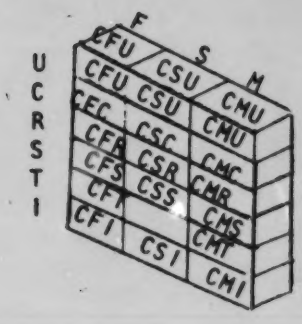
_____

_____

_____

_____

From Perceptual Communication Skills Series, Selma Herr, IMED, Instructional Materials and Equipment Distributors ©1967



Concept Cognition

Curricular Objective

1.6 The students will be able to plan ahead through recognition of the correct routes and/or steps necessary to complete a figural system.

Input

Discuss the necessity of this ability in everyday life:

1. road maps and route planning
2. electrical wiring
3. mechanical repairs
4. games (chess, etc.)

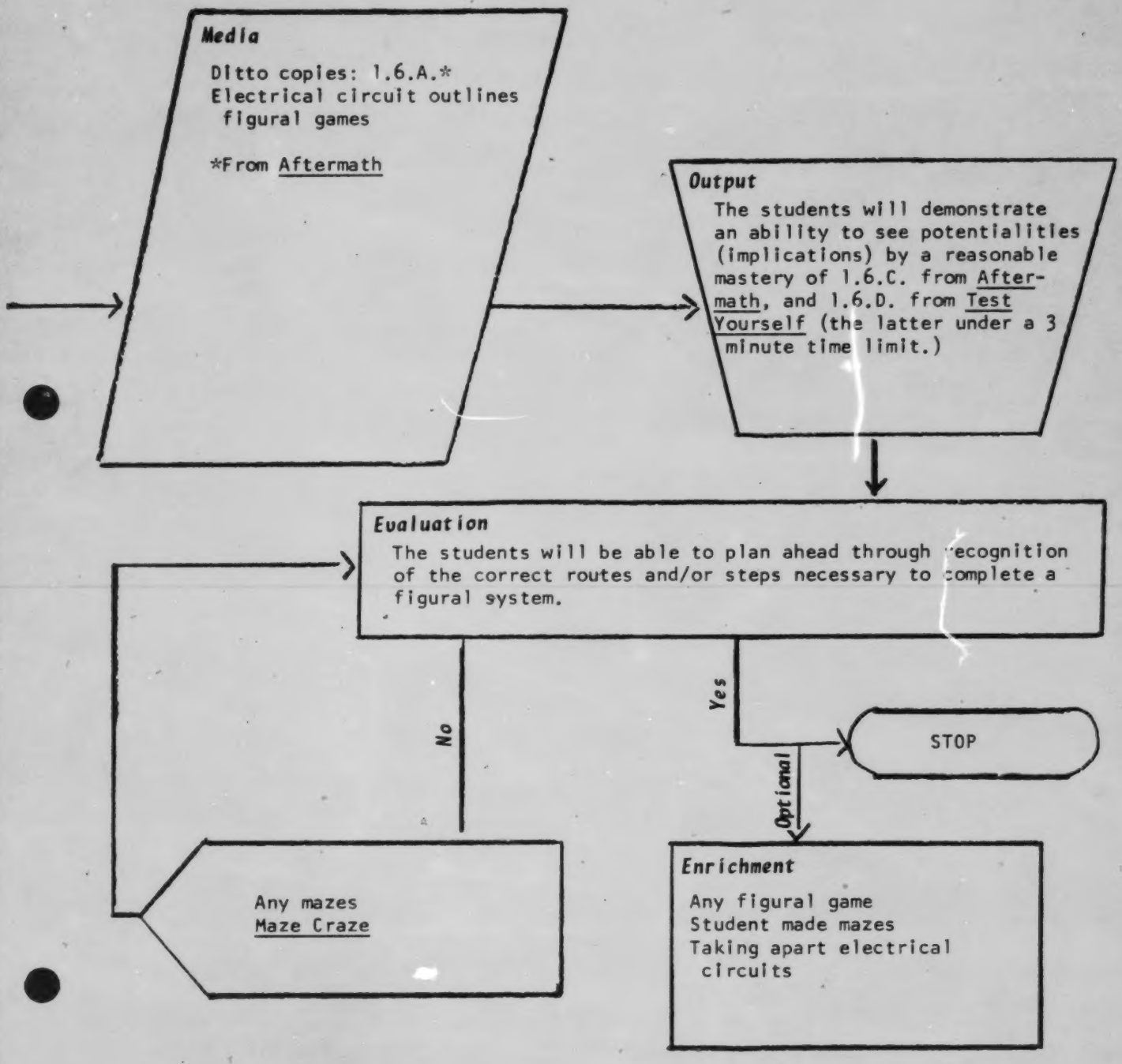
Learning Opportunities

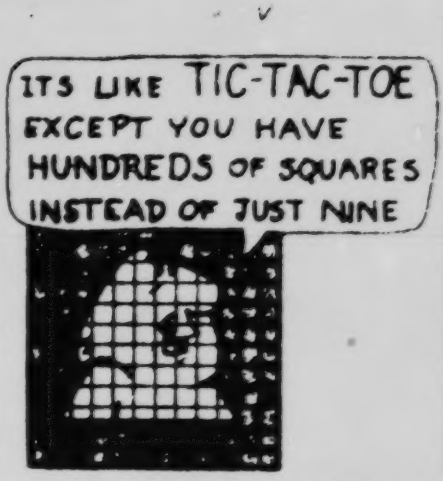
I. Play a game or two of the original Tic-Tac-Toe.
   A. Distribute copies of 1.6.A. and play the game.
   B. Explain "Score Four" (3-D Tic-Tac-Toe) to be played in free time later.

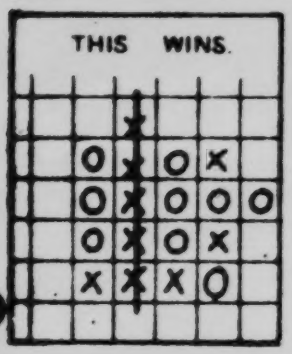
II. Distribute copies of 1.6.B. (2-3 copies to each pair of students)
   A. The game of "Battleship" may be played if "Squares" proves too easy.

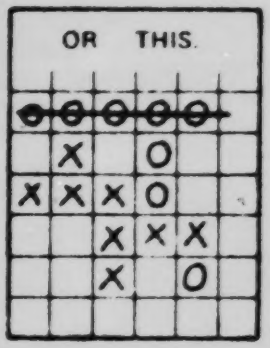
III. Any mazes may be duplicated for practice.

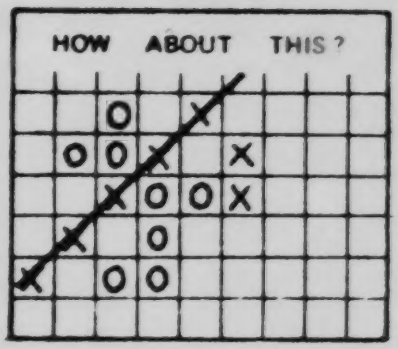
IV. Distribute copies of 1.6.E.
   A. This should be played to point up group cooperation in planning.


Media
Ditto copies: 1.6.A.*
Electrical circuit outlines
figural games
*From Aftermath
Output
The students will demonstrate an ability to see potentialities (implications) by a reasonable mastery of 1.6.C. from Aftermath, and 1.6.D. from Test Yourself (the latter under a 3 minute time limit.)
Evaluation
The students will be able to plan ahead through recognition of the correct routes and/or steps necessary to complete a figural system.
Yes
No
STOP
Optional
Any mazes
Maze Craze
Enrichment
Any figural game
Student made mazes
Taking apart electrical circuits









YES, YOU CAN HAVE 5 IN A ROW

HORIZONTALLY

OR

DIAGONALLY

OR

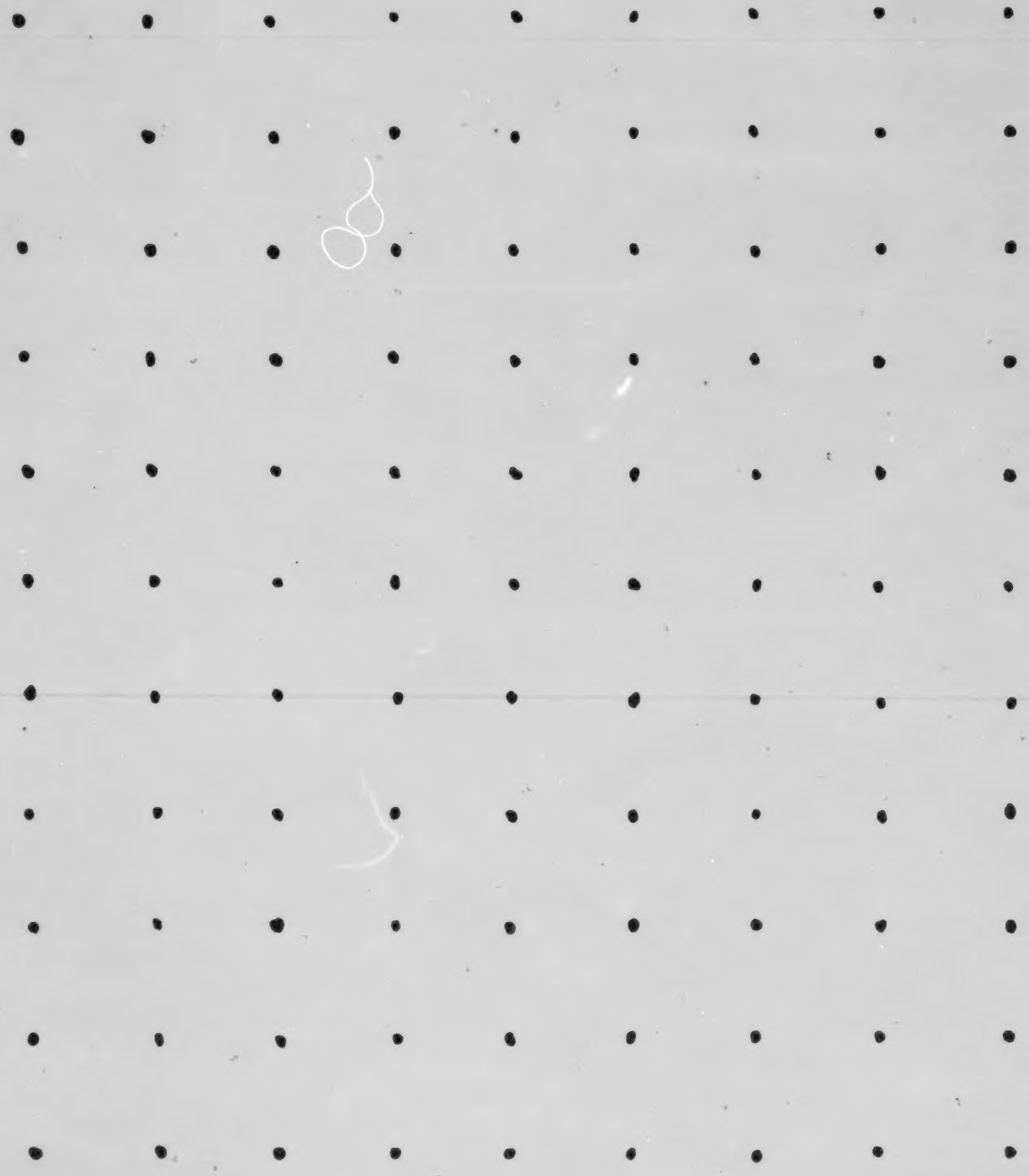
VERTICALLY

TRY A GAME WITH SOMEONE ON THE GRID BELOW

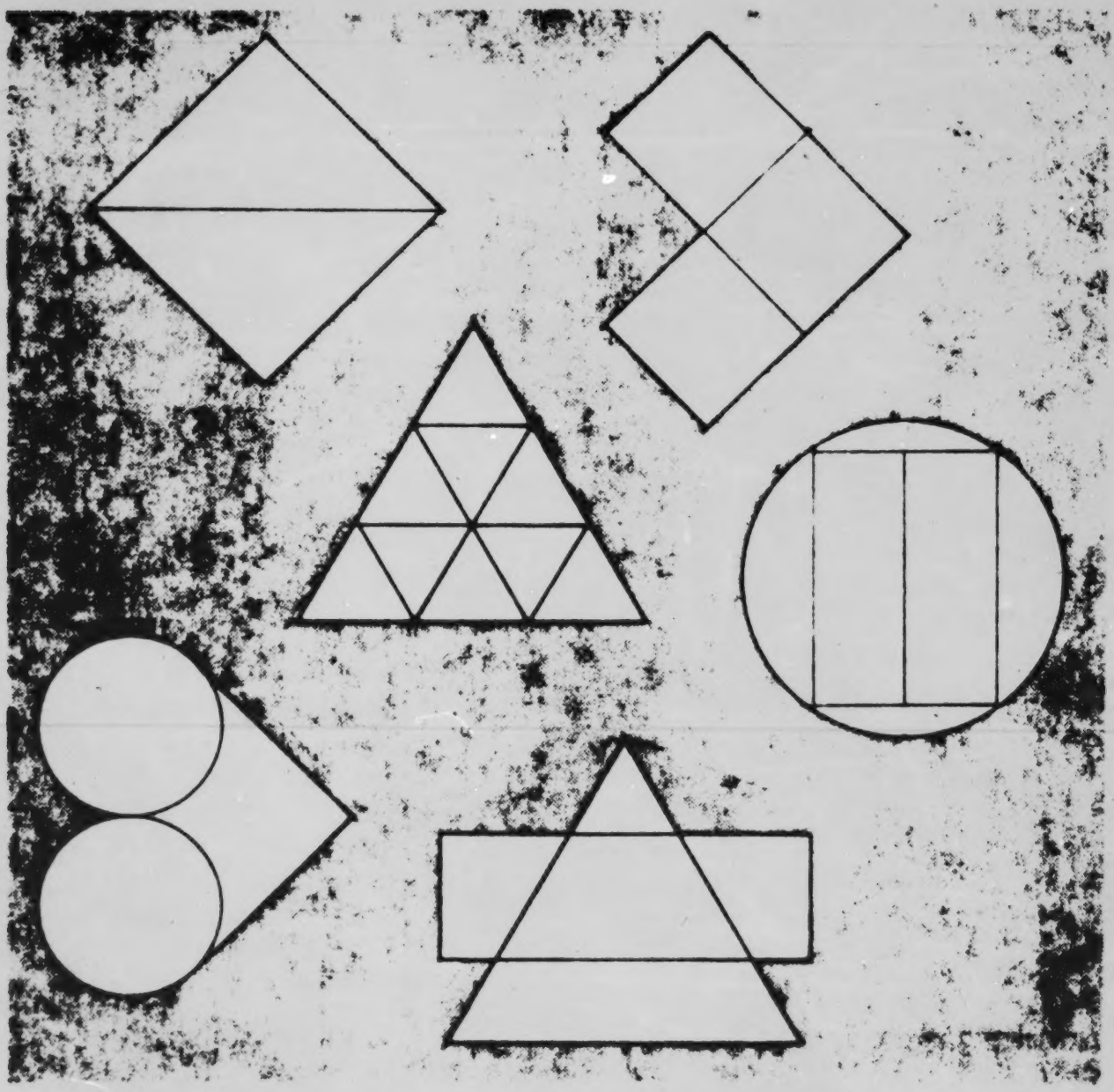
From Aftermath 2, Published by Creative Publications, Inc. Palo Alto, Ca.
©1970

"SQUARE" GAME 1.6.8

By connecting two dots (in your turn), try to complete more squares than your opponent.



CAN YOU DRAW EACH DESIGN BELOW WITHOUT CROSSING OR RETRACING A LINE OR LIFTING THE PENCIL FROM THE PAPER?



THE SWISS MATHEMATICIAN LEONHARD EULER (PRONOUNCED OILER) DISCOVERED A GENERAL RULE THAT ONE CAN USE TO TELL WHETHER A FIGURE CAN BE TRACED AS DESCRIBED ABOVE. IT IS EXPLAINED ON THE NEXT PAGE.

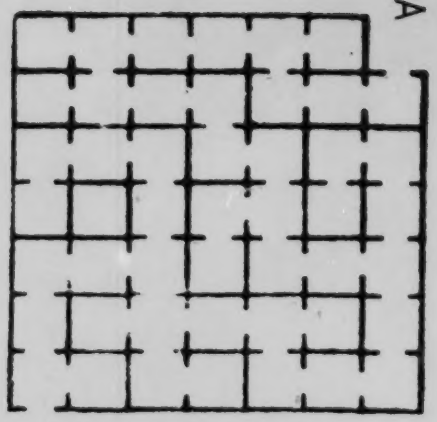
CAN YOU LOOK AHEAD

"TEST YOURSELF"

Directions: Starting in the upper left hand corner, draw a pencil line through each maze to its exit. Your line is not permitted to cross itself, or any other line. If you do cross a line or go into a blind alley, you may pick up where your line turned into the blind alley. You must attack the mazes in order.

Time Limit: 5 Minutes

A



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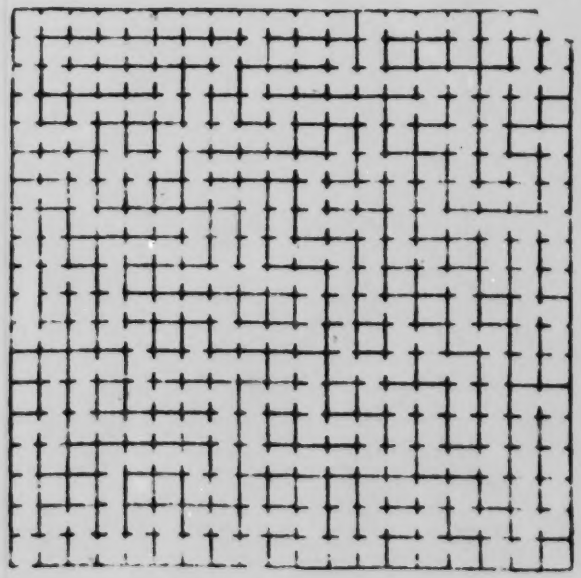

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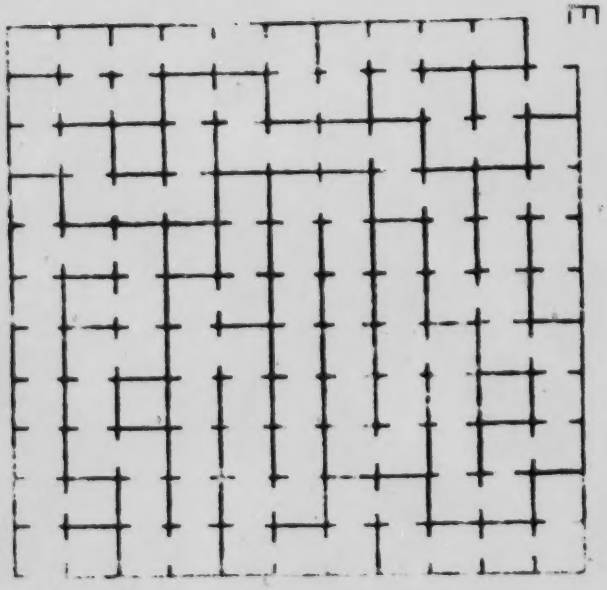

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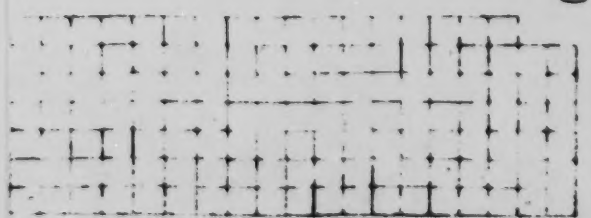

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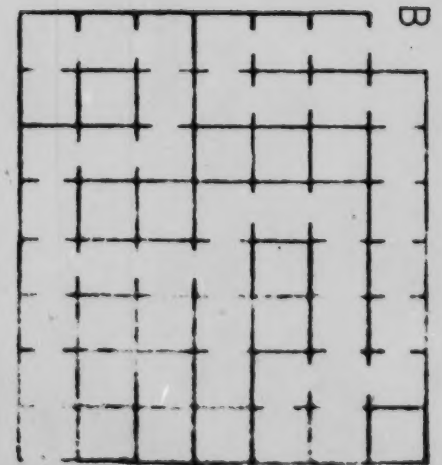


I.Q.D.

From Test Yourself, Lancers Books, Inc. 1560 Broadway, New York, N. Y. 10036 © 1968

FREEWAY PLANNING GAME

The FREEWAY PLANNING GAME has been used at both secondary and higher levels to simulate the "give and take" that accompanies the planning of a major highway. Several players meeting at the game table assume the roles of different segments of society. Each approaches the game with a different set of rules.

The center of the activity is the "Freeway Planning Map." EACH PLAYER SHOULD HAVE HIS OWN COPY. ALSO, THERE SHOULD BE ONE EXTRA MAP ON THE GAME TABLE UPON WHICH THE PLAYERS ENTER THEIR NEGOTIATED SOLUTIONS. THREE TO SIX PLAYERS IS PROBABLY THE BEST RANGE.

SYMBOLS ON THE MAP REPRESENT AREAS WHERE THE PLANNER WOULD INCUR PENALTY POINTS AS HIS FREEWAY PASSES THROUGH. UNDER THE FREEWAY GAME ROLES AND PENALTIES, A CITY COUNCILMAN WOULD BE CHARGED 5 POINTS FOR HOUSES IN HIS PATH WHEREAS A CITY ENGINEER WOULD ONLY LOSE 1 POINT. EVERYONE LOSES 5 POINTS PER SPACE WHETHER OR NOT THERE IS A SYMBOL ON IT.

The point systems are so constructed that one player will place great emphasis upon avoiding areas of importance to him. The penalty points incurred for each space reflect the fact that freeway cost is based on mileage and that its utility is diminished if its route is very roundabout.

THE MORE SYMBOLS - THE MORE POINTS LOST FOR GOING THROUGH THAT SPACE.

EACH PLAYER PLOTS HIS OWN FREEWAY ROUTE STARTING AT ONE OF THE SIX SPACES AT THE BOTTOM OF THE MAP. All spaces must be connected. Each player should MARK HIS MAP LIGHTLY or use markers in order to be able to change his route. Use scratch paper for mathematical calculations.

After all players have sketched out their preferred routes, the negotiations begin. Each negotiation will take each player away from his preferred route. The individual player's goal should be to yield a little bit in order to reach a workable compromise but not enough to raise his own penalty score excessively. WHEN EACH GROUP HAS REACHED A COMPROMISE AND MARKED THE COMMON MAP, THE SCORING BEGINS.

The scoring does not compare the results of players at a single table. Instead, each PLAYER'S SCORE IS COMPARED TO THE SCORES OF CORRESPONDING PLAYERS at other tables. For example: the scores of all city engineers. The engineer with the lowest score is the winner. There is a classroom winner in each category.

COMPARISON BETWEEN GROUPS CAN BE MADE BY ADDING ALL PLAYERS' SCORES AT EACH TABLE.

Specifically, the game illustrates the impact of various segments of society upon the governmental offices that are responsible for planning freeway routes. More generally, it is an exercise in which conflict, negotiation, and resolution are enacted.

Excerpt from S/G/N Simulation Gaming News, Freeway Planning Game, Designer: Michael Chester

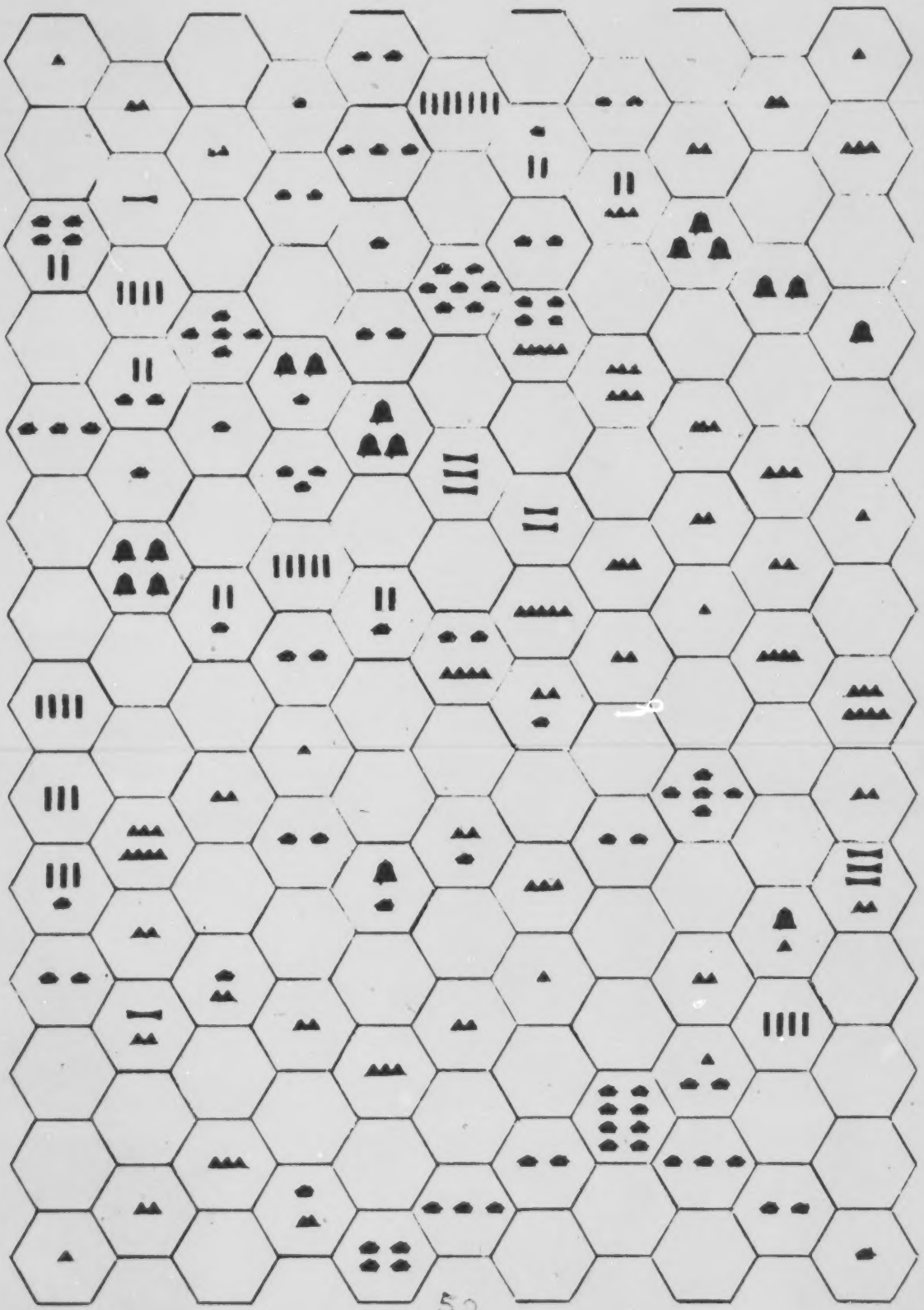
Freeway Game Roles and Penalties

ROLE	PENALTIES Each Space	Each House	Each Building	Each Hill	Each Bell	Each Bone
City Council	5	5	3	1	1	1
Taxpayers' Committee	5	1	3	5	1	1
University	5	1	1	1	3	5
Residents' Association	5	7	1	1	1	1
Merchants' Association	5	1	7	1	1	1
City Engineer's Office	5	1	1	7	1	1

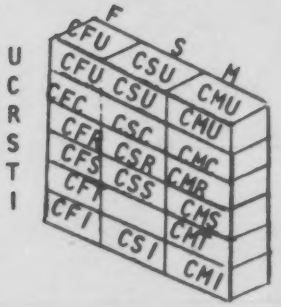
Excerpt from S/G/N Simulation Gaming News, Freeway Planning Game, Designer: Michael Chester

Freeway Planning Map

LEGEND
RESIDENTIAL AREA
BUSINESS AREA
HILLS
HISTORIC SITE
DIGGING SITE



Excerpt from S/G/N Simulation Gaming News, Freeway Planning Game, Designer Michael Chester



Concept Cognition

Curricular Objective

1.7 The students will recognize symbolic units - words.

Input

Explain that although this may be a familiar task, some people may not have had the same fun with it because they did not know how to go about it.

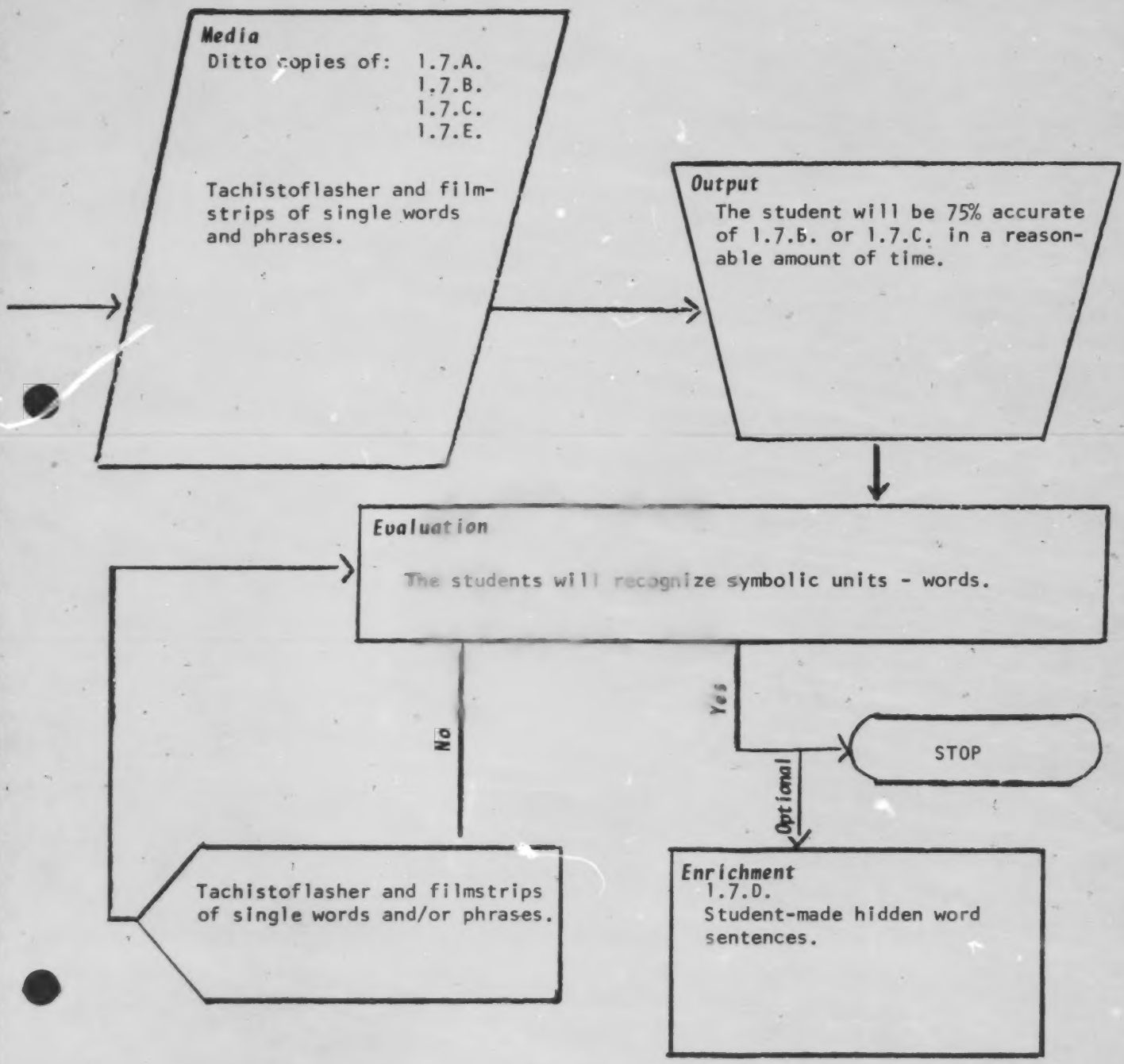
Possibly Lesson 1.1.

Learning Opportunities

I. Distribute copies of 1.7.A.
   A. Tell students to look for any part of the sentence in which the wording seems strange.
   B. Next look at 2 to 3 letters at a time disregarding the words.
   C. Encourage sharing.

II. Use copies of 1.7.B. and/or 1.7.C. in the same manner as I above or for "Output".

Optional: You may want to give students copies of the answers. (See: 1.7.E.) to use when they feel they have tried long enough.


Media
Ditto copies of: 1.7.A.
1.7.B.
1.7.C.
1.7.E.
Tachistoflasher and filmstrips of single words and phrases.
Output
The student will be 75% accurate of 1.7.B. or 1.7.C. in a reasonable amount of time.
Evaluation
The students will recognize symbolic units - words.
Yes
No
STOP
Optional
Tachistoflasher and filmstrips of single words and/or phrases.
Enrichment
1.7.D.
Student-made hidden word sentences.

1 HIDDEN WORDS - ANIMALS

Hidden in the following fifteen sentences are the names of animals and it is up to you when you find them to underline them. Number 1 is done for you.

1. They <u>came l</u>imping up to the door after what must have been an unpleasant experience.
2. The R.A.F. dropped their load on key cities in Germany.
3. How high are those mountains?
4. We both made a four hundred dollar error comparing numerous sales checks.
5. John said it was in the seventh inning while I couldn't decide between the sixth or seventh inning.
6. Rachel's parents were proud of Louis with a cap and gown at graduation.
7. There is no doubt that spine and rib exercises are beneficial.
8. Lack of funds stopped Allan's education but it certainly will not determine what I must do.
9. You are no longer welcome here so you had better go at once.
10. After receiving the memo used to enter personnel, how could I know I was hired?
11. In the capital of Norway, Oslo, there are many pigeons.
12. It is not terrible if you split an infinitive.
13. You can hear sermons from rabbis on Saturdays.
14. It is no compliment to be average.
15. If you go to town do get yourself a new hat.

2 HIDDEN WORDS - U.S. CITIES

Hidden in the following fifteen sentences are the names of cities and it is up to you when you find them to underline them. Number 1 is done for you.

1. He got a severe re<u>buff a lo</u>ng with nis other troubles.
2. That was a fine debut I can tell you.
3. The anchor, a generally accepted necessity for sailors, is extremely useful in navigation.
4. The landslide started with pebbles and ended with jumbo stones.
5. All Europe and all Asia will suffer from an atomic war.
6. His sudden vertical ascent had me spellbound.
7. The sheriff said: "I couldn't find them - they are nowhere to be found."
8. The market went sky high Friday and Roland became rich Monday and Tuesday.
9. The coach tried to console the loss of the game by saying: "It's tough all right, but teams can't win all the time."
10. That article has been up for sale more times than any other.
11. In India great homage is displayed to Maharajas.
12. Such rash evil legends are mostly pure fiction.
13. We are going over to see Edith and Charles tonight.
14. This is a new ark light so be careful of it.
15. I want rent on or before the tenth of the month.

From Seek and Find, The DMR Company, Inc. ©1971

3 HIDDEN WORDS - TRADES AND PROFESSIONS

Hidden in the following fifteen sentences are the names of trades and professions and it is up to you when you find them to underline them. Number 1 is done for you.

1. It is a fact that each eraser is useless.
2. He has had a very severe headache for some time.
3. What's the big idea now - why go on this way.
4. It makes little difference whether you buy retail or wholesale, the price reduction is negligible.
5. Most people will tell you it's a waste of good money to buy cheap lumber.
6. The responsibility of a United States President is too much for the average man.
7. Can this heavy iron bar be removed without trouble?
8. I like strawberries and asparagus, and, in fact, all fruits and vegetables but cherries and olives.
9. Most people prefer comic opera to grand opera.
10. The dream of the Utopian is too idealistic to be at all practical.
11. You can't get a maniac to recognize just what he is doing.
12. The great number of tenements infested with vermin is terribly frightening.
13. In the summer chanting and singing are tabu.
14. Otto, with beers and the various ales managed to get along nicely.
15. This tale is far merrier than the other one.

4 HIDDEN WORDS - U.S. PRESIDENTS

1. The old style radio is very much out of date.
2. A fishing pier certainly is good to fish from.
3. His little dog ran to meet him when he got off at the station.
4. We intend to make the floor at the attic level and straight.
5. Answer my question with a "yes" or "no."
6. These modern dances don't compare with the old timers, like the waltz and polka.
7. I told you not to open any cartons of that whiskey or that rum and not to remove them.
8. The fact that he is mad is only natural.
9. Of course, you wear the poncho over your coat.
10. I expect to get my new car Thursday.
11. What makes John so nervous?
12. We'll do this and that after a while.
13. It's very hard in getting started but after that it's okay.
14. Ah yes, I am sad, am sad as can be.
15. He spent a dreary life working in the sugar fields.

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5 HIDDEN WORDS - GIRLS' NAMES

Hidden in the following sentences are the names of girls and it is up to you to underline them when you find them. Number 1 is done for you.

1. We feel sad and miserable about the whole affair.
2. You ought to see that lamb eat rice and corn.
3. Winning races is nothing new to him.
4. Buy me a comic or a paperback at the newsstand tomorrow.
5. We all know our own Star-Spangled Banner, but what is the Red National Anthem?
6. The train came in a little ahead of time and surprised us all.
7. She lent me the money to buy that sofa.
8. He bought himself a guitar, a banjo, and a harmonica with the money.
9. Be very careful not to damage or mar that new painting.
10. He found himself in such a rut he had to ask for help.
11. She expect to win in a very short time.
12. Such a beautiful garden I see very seldom.
13. Those who have visited France say it is a beautiful country.
14. We can never forgive or forget what he has done.
15. In ending, believe me, I am yours sincerely.

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WORD GAME

Make as many words as you can using letters adjacent to each other either vertically, horizontally, or diagonally.

S	H	D	A	C
K	U	R	N	B
O	L	E	G	S
T	I	M	T	A
R	D	P	O	Y

ANSWERS

1. Animals

1. Camel
2. Donkey
3. Hare
4. Gnu
5. Horse
6. Panda
7. Ibex
8. Ermine
9. Goat
10. Mouse
11. Sloth
12. Otter
13. Bison
14. Beaver
15. Dog

2. U.S. Cities

1. Buffalo
2. Utica
3. Anchorage
4. Boston
5. Dallas
6. Denver
7. Reno
8. Richmond
9. Butte
10. Salem
11. Omaha
12. Asheville
13. Charleston
14. Newark
15. Trenton

3. Trades and Professions

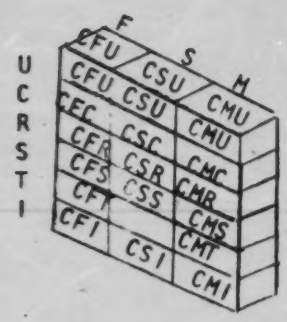
1. Teacher
2. Chef
3. Dean
4. Tailor
5. Plumber
6. Dentist
7. Barber
8. Butcher
9. Cop
10. Pianist
11. Actor
12. Minister
13. Merchant
14. Salesman
15. Farmer

4. U.S. Presidents

1. Tyler
2. Pierce
3. Grant
4. Cleveland
5. Hayes
6. Polk
7. Truman
8. Madison
9. Hoover
10. Arthur
11. Johnson
12. Taft
13. Harding
14. Adams
15. Garfield

5. Girls' Names

1. Sada
2. Beatrice
3. Grace
4. Cora
5. Edna
6. Leah
7. Helen
8. Joan
9. Martha
10. Ruth
11. Nina
12. Denise
13. Frances
14. Ann
15. Amy



Concept Cognition

Curricular Objective

1.8 The students will be able to see relations between symbols.

Input

Lesson 1.7

Discuss the use of codes in business, computers, armed services, secret service, and why brevity and/or secrecy is important.

Ask for contributions of codes already known or devised by students.

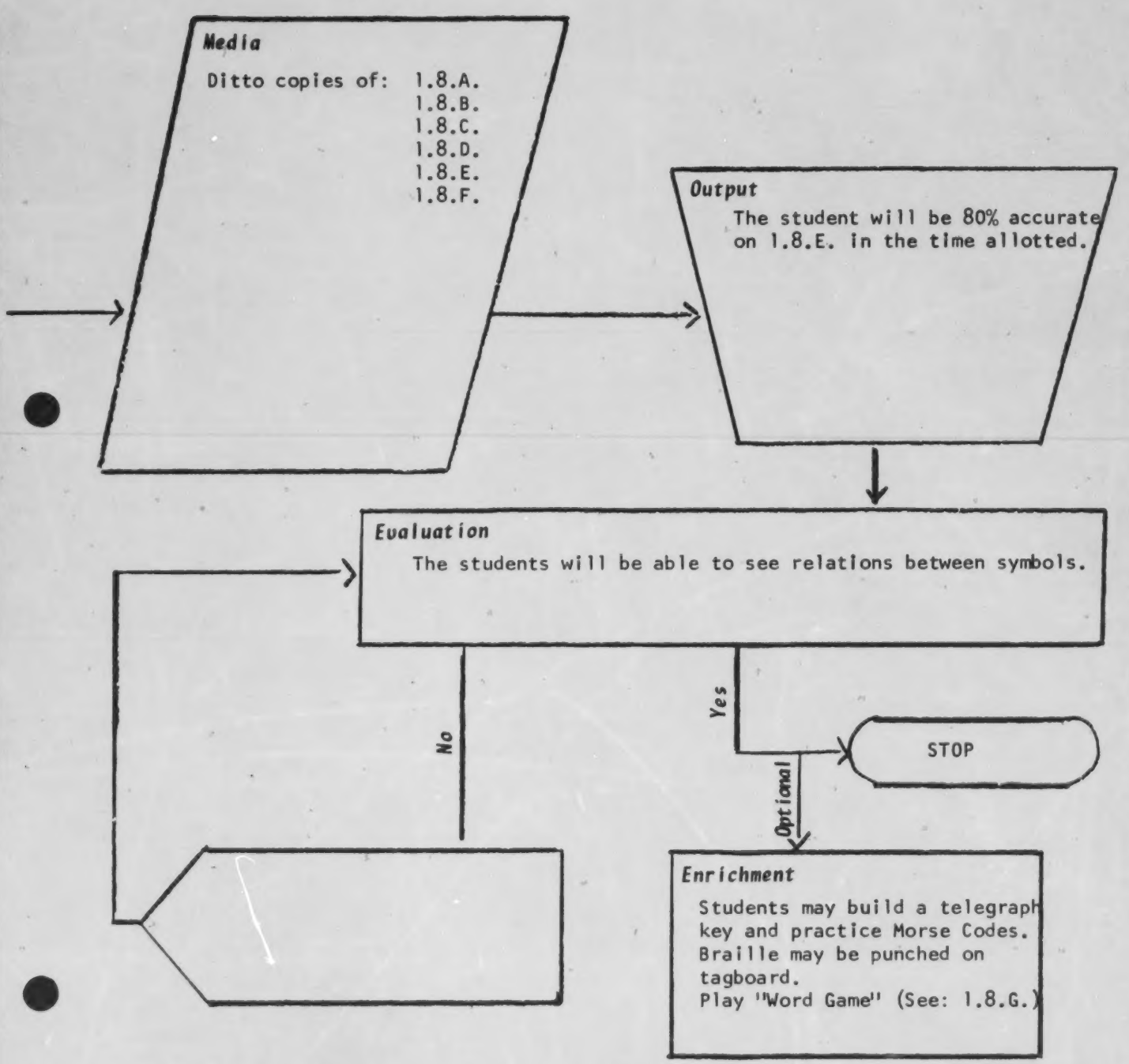
Learning Opportunities

I. Distribute copies of 1.8.A.
   A. Give time for work and discussion among students.
   B. If no one can figure it out - tell them:
      1. this code is called "Opish"
      2. the first word is "Presidents"
   C. Write some other "Opish" words on the board with class help - ("OP" after every vowel)

II. Distribute 1.8.B., 1.8.C., and 1.8.D.
   A. Explain these are some types of codes representing letters.
   B. Try a message or two with 2 or 3 codes.

III. Distribute 1.8.E. and work in class

IV. Use 1.8.F. as a quiz.


Media
Ditto copies of: 1.8.A.
1.8.B.
1.8.C.
1.8.D.
1.8.E.
1.8.F.
Output
The student will be 80% accurate on 1.8.E. in the time allotted.
Evaluation
The students will be able to see relations between symbols.
Yes
No
STOP
Optional
Enrichment
Students may build a telegraph key and practice Morse Codes.
Braille may be punched on tagboard.
Play "Word Game" (See: 1.8.G.)

Popropesopidopenoptopsop

1. Wopasophopinopgoptoponop

2. Topafoptop

3. Nopixoponop

4. Hoparopropisoponop

5. Jopefopfoperopsoponop

6. Lopinopcopolopnop

7. Adopamopsop

8. Coplopevopelopanopdop

GREEK ALPHABET

Alpha	Beta	Gamma	Delta	Epsilon
A	B	G, N	D	E
Αα	Ββ	Γγ	Δδ	Εε

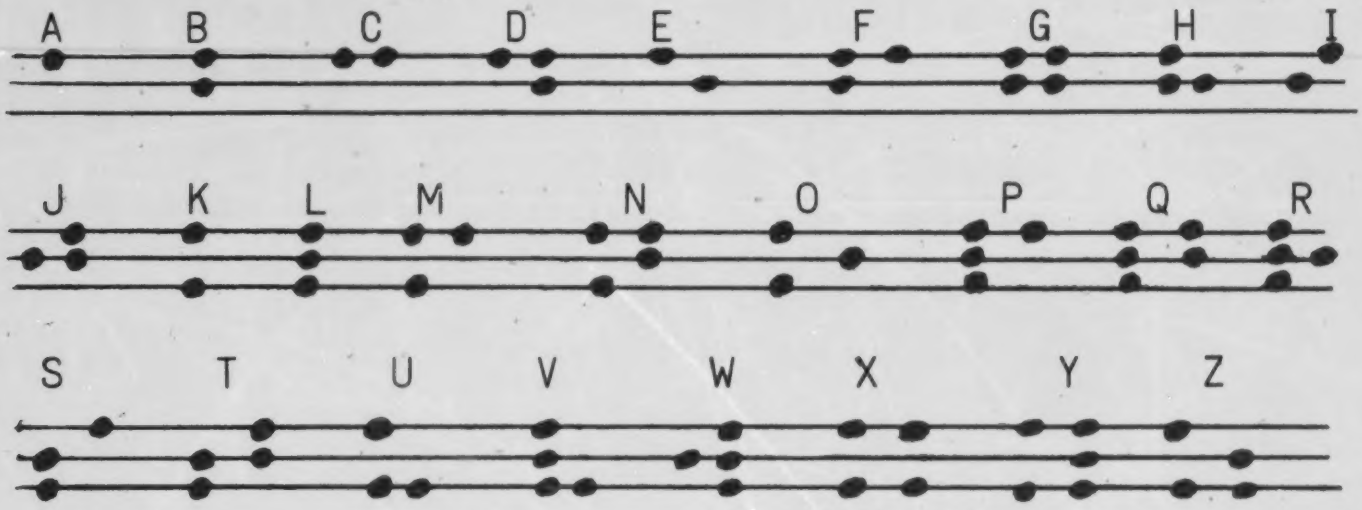
Zeta	Eta	Theta	Iota	Kappa
Z	E	TH	I	K, C
Ζζ	Ηη	Θθ	Ιι	Κκ

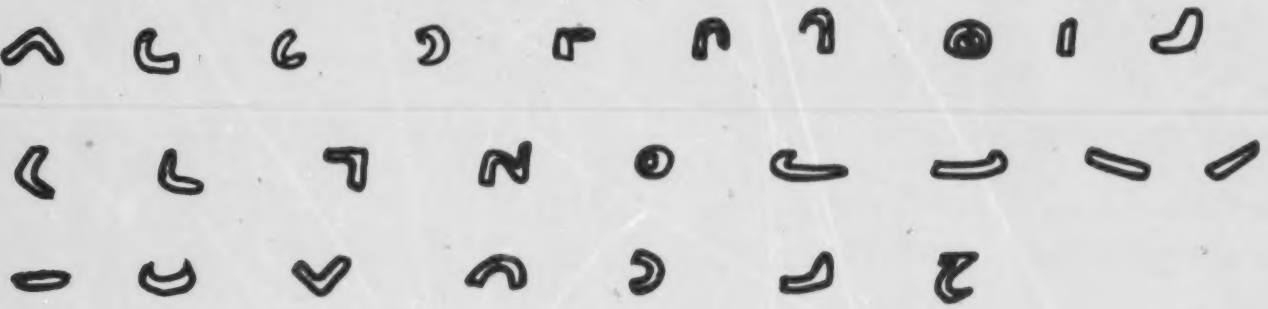
Lambda	Mu	Nu	Xi	Omicron
L	M	N	X	O
Λλ	Μμ	Νν	Ξξ	Οο

Pi	Rho	Sigma	Tau	Upsilon
P	R, RH	S, C	T	U, Y
Ππ	Ρρ	Σσ	Ττ	Υυ

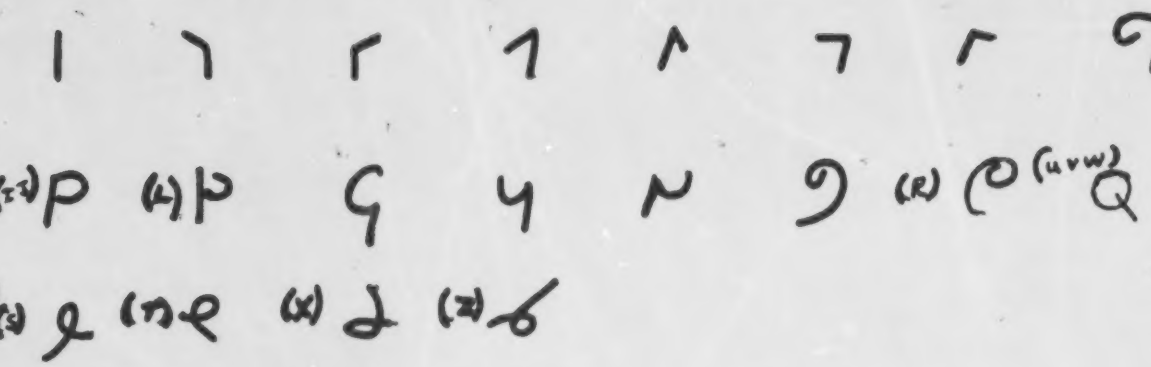
Phi	Chi	Si	Omega
PH	CH	PS	O
Φφ	Χχ	Ψψ	Ωω

CODES & CIPHERS

Braille:

Dr. Moon's Characters:



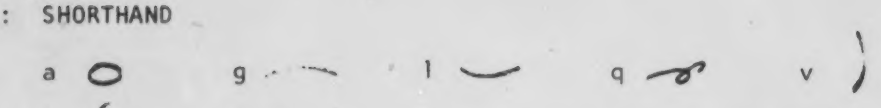
Bright's Characters:



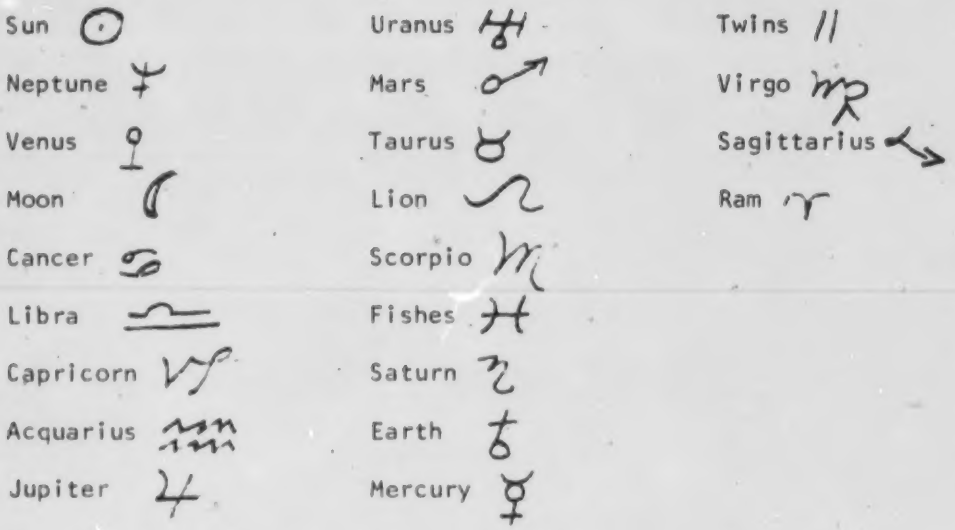
From Codes and Ciphers by Alexander D'agapeyeff, c 1960 Abelard-Schuman, Ltd.

TYPES OF CODES

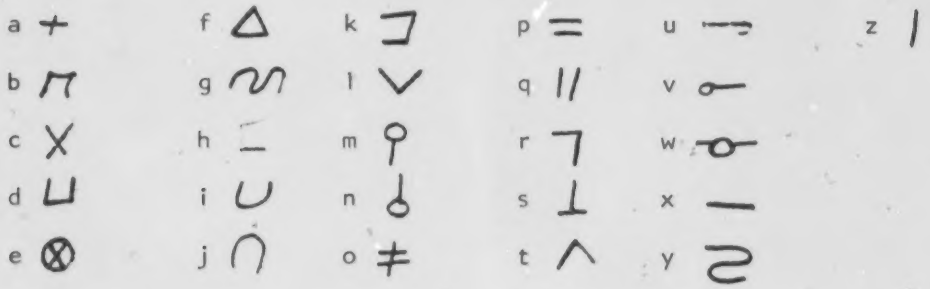
I: SHORTHAND



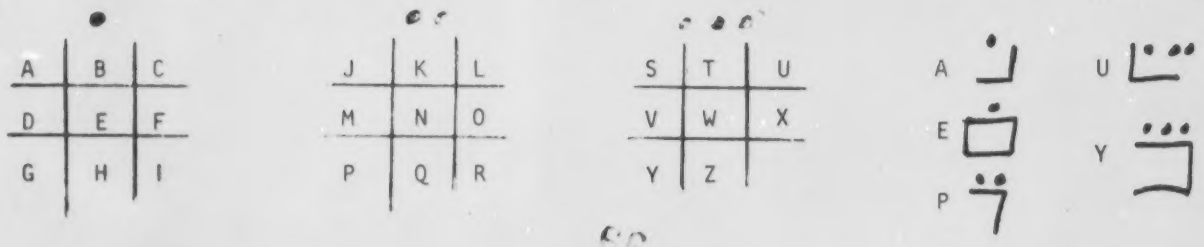
II: ZODIAC



III:

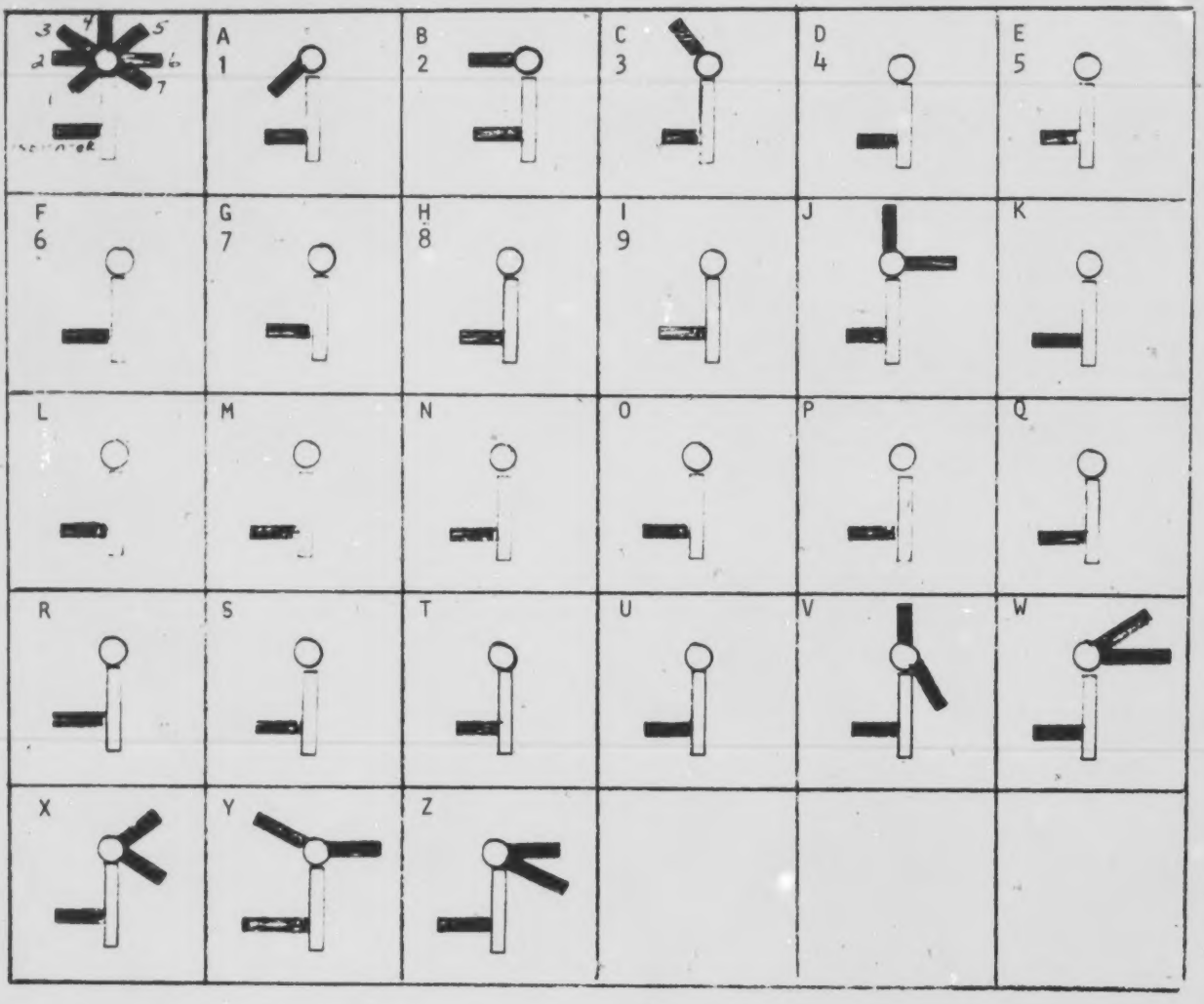


IV



CODES & CIPHERS

Semaphore signs



Given the three beginning signals and all those who don't follow the pattern, can you figure out the rest of the semaphore signals for each letter? How about a secret message of your own?

Excerpt from Codes and Ciphers by Alexander D'agapeyeff, ©1960 Abelard-Schuman, Ltd.

TEST YOURSELF

DIRECTIONS: In each line are pairs of adjoining figures which add up to 10. Find them and underline them. For example: A: 2 9 4 6 1 1 9 3 5 5 6 7 8 5 4 7

Time Limit: 10 Minutes

A: 2 9 1 4 8 7 5 6 3 9 4 6 7 8 8 3 1 2 3 4 5 6 7 8 9 8 7 6 5 4 3 7
B: 9 8 7 6 5 4 3 2 1 9 8 7 6 5 4 3 1 4 2 1 5 2 1 6 2 1 7 2 8 1 9 2
C: 1 2 3 4 5 6 7 8 9 1 2 3 4 5 6 7 1 5 2 1 6 3 1 7 4 6 1 3 5 1 2 4
D: 3 3 4 6 7 3 8 2 9 1 4 5 6 7 3 4 9 1 2 9 1 2 3 1 9 8 7 6 5 1 9 0
E: 5 3 9 8 2 7 7 4 6 7 5 3 7 0 9 8 8 0 2 8 3 8 2 0 8 2 4 6 5 9 3 4
F: 2 0 5 6 3 7 7 0 8 9 5 7 4 9 7 4 5 5 0 5 5 3 3 5 5 4 4 6 5 5 0 5
G: 6 4 3 2 8 9 7 6 3 7 8 2 0 9 3 8 2 4 5 7 8 6 4 0 1 8 2 5 8 6 4 0
H: 7 6 5 5 4 7 4 4 4 6 6 6 8 8 8 3 1 3 4 5 1 7 8 9 1 3 1 4 1 5 6 1
I: 3 2 1 3 2 1 1 2 3 1 2 3 5 4 3 7 8 2 3 9 2 3 7 2 3 6 3 2 4 3 7 6
J: 9 8 7 9 8 7 8 7 6 8 2 6 7 6 5 7 0 1 9 8 6 8 4 7 4 3 2 8 9 6 1 0
K: 1 9 8 7 3 8 2 6 4 5 5 9 1 0 8 8 4 2 3 4 5 6 8 3 4 5 6 7 9 4 6 7
L: 2 4 6 8 2 4 6 8 3 6 9 1 1 8 1 9 4 4 5 5 3 6 6 6 6 7 7 7 7 7 3 8
M: 8 3 6 5 9 1 7 2 3 7 5 9 4 3 7 6 7 7 6 6 5 5 4 4 3 3 2 2 1 1 9 9
N: 9 1 8 2 7 3 6 4 5 5 8 1 8 3 7 2 9 1 0 8 2 0 7 4 5 6 7 8 9 2 3 4
O: 2 7 3 4 8 5 5 6 4 7 2 3 7 8 0 2 6 7 7 5 6 7 5 6 7 5 6 4 5 7 6 6
P: 6 3 8 6 0 9 1 8 7 6 4 3 8 2 9 2 8 7 6 5 4 6 5 4 3 5 4 3 2 3 2 1
Q: 9 7 5 4 3 3 5 4 6 8 2 2 5 4 6 6 8 5 7 4 6 3 5 2 9 6 6 4 5 3 4 2
R: 4 0 4 3 9 3 4 7 3 6 8 2 4 7 4 6 3 6 4 7 5 8 6 9 7 2 8 3 7 2 8 3
S: 9 0 1 6 1 9 8 4 6 3 2 8 7 6 4 2 8 4 7 6 5 9 0 7 1 1 5 1 6 8 2 9
T: 8 3 6 5 4 2 8 9 6 6 1 0 3 6 8 2 6 7 5 4 6 9 8 4 5 7 7 3 4 2 8 9
U: 4 8 6 5 4 8 7 6 9 8 3 4 7 3 8 9 6 4 7 4 6 7 6 4 7 6 6 4 7 3 4 6
V: 8 9 5 7 3 8 6 9 0 1 0 2 8 5 3 7 8 2 3 2 8 1 8 1 7 1 6 1 5 6 4 8
W: 6 4 2 8 6 4 9 7 6 2 8 0 1 8 3 6 5 2 8 3 6 6 7 7 8 8 9 9 1 1 2 2
X: 4 8 2 9 5 1 6 3 8 3 7 8 4 6 7 5 2 2 6 6 3 3 7 7 4 4 8 8 5 5 9 9
Y: 6 2 4 8 2 7 4 6 3 8 9 6 1 9 8 4 8 3 2 8 4 5 5 9 1 8 2 6 4 3 7 9

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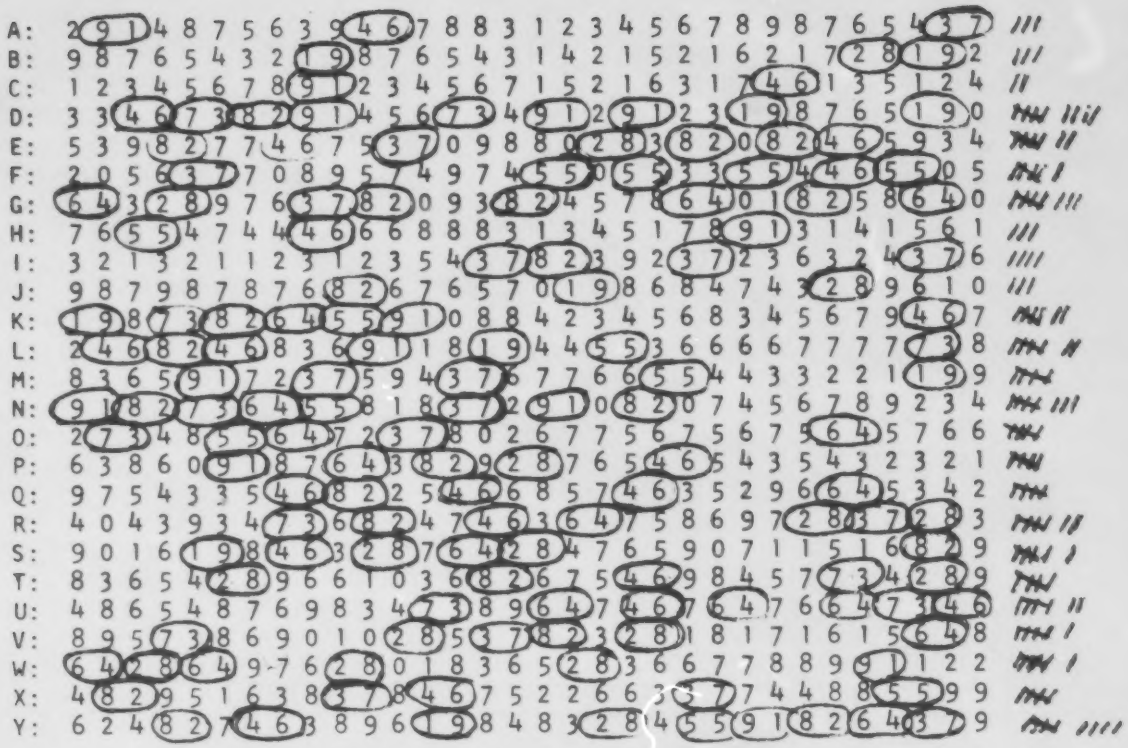
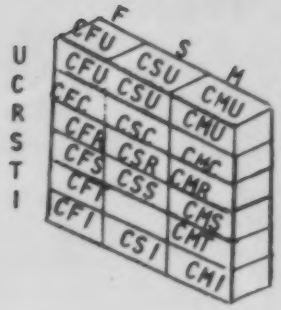
ANSWER SHEET



Total 141

WORD GAME
(Famous People)

A	l - Ann Landers	Write letters of the alphabet vertically on a piece of paper as shown. Select and write the letters in the sentence beside the alphabet. The sentence used in this illustration is, "Let's play a famous person's game." Use these two letters as first and last names of famous people.
B	e	
C	t	
D	s	
E	p - Elvis Pressley	
F	l - Frankie Laine	
G	a - George Allen	5 points for each name that is different from everyone else's.
H	y - Henny Youngman	
I	a	3 points for any other name.
J	f - John Ford	
K	a -	Could be played with products - names of plants, animals, etc.
L	m - Liza Minelli	
M	o - Margaret O'Brien	
N	u	
O	s - Otis Simpson	
P	p - Paula Prentice	
Q	e -	
R	r - Roy Rogers	
S	s - Sam Snead	
T	o	
U	n	
V	s	
W	g	
X	a	
Y	m	
Z	e	



Concept Cognition

Curricular Objective

1.9 The students will practice techniques for finding relatedness of symbols within an organized set.

Input

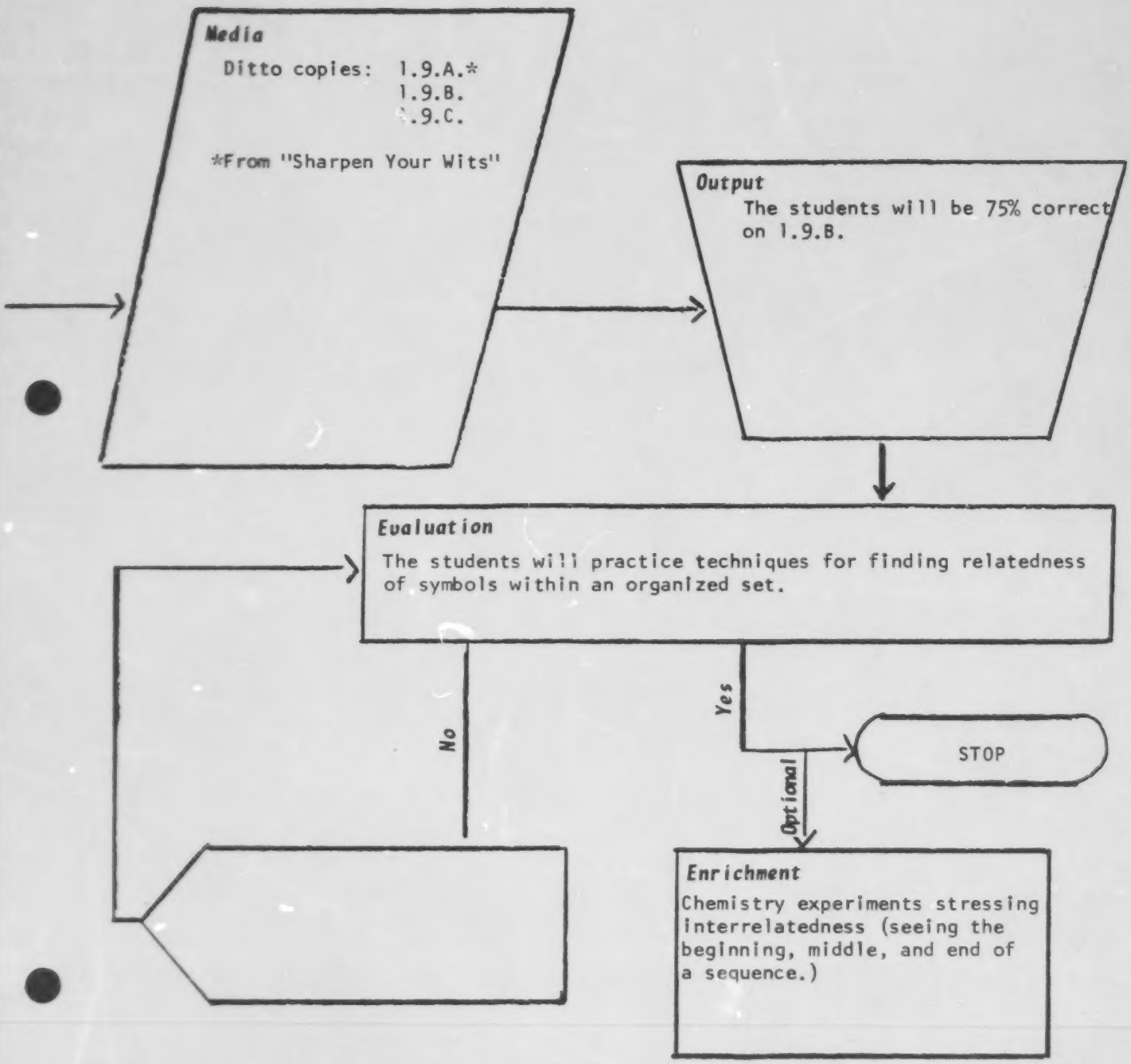
Though this is a task frequently found in school work, techniques for finding interrelatedness and underlying principles need to be taught.

Learning Opportunities

I. Distribute copies of 1.9.A.
   A. Work and discuss in class.

II. Distribute 1.9.B.
   A. Give time to work.
   B. Correct and discuss the relationships.

III. Distribute 1.9.C. for homework or fun.
   (Optional: give points to those handing in papers with correct answers in the order they come in.)


Media
Ditto copies: 1.9.A.*
1.9.B.
1.9.C.
*From "Sharpen Your Wits"
Output
The students will be 75% correct on 1.9.B.
Evaluation
The students will practice techniques for finding relatedness of symbols within an organized set.
No
Yes
STOP
Optional
Enrichment
Chemistry experiments stressing interrelatedness (seeing the beginning, middle, and end of a sequence.)

ODD MAN OUT

Here's another test of your ability to think logically. The test becomes more difficult as it progresses. Each of the groups of people contains one person who does not logically belong in this group. You have to look sharply to throw the "odd man" out. Example: The odd man would be 1.(c), since he is the only male relative definitely not related by blood to the others. A score of twelve or more odd men spotted is very good.

1. a) Grandfather
   b) Son
   c) Godfather
   d) Uncle
   e) Grandson

2. a) Motorcyclist
   b) Chauffeur
   c) Bicyclist
   d) Motorman
   e) Trucker

3. a) New Yorker
   b) Oregonian
   c) Marylander
   d) Floridian
   e) Jerseyite

4. a) Gardner
   b) Policeman
   c) Street Cleaner
   d) Fireman
   e) Trucker

5. a) Venetian
   b) Londoner
   c) Washingtonian
   d) Viennese
   e) Pekinese

6. a) Banjoist
   b) Pianist
   c) Violinist
   d) Drummer
   e) Cellist

7. a) President
   b) Governor
   c) Chief justice
   d) Senator
   e) Mayor

8. a) Porter
   b) Manicurist
   c) Bootblack
   d) Waiter
   e) News vendor

9. a) Physician
   b) Chemist
   c) Dentist
   d) Barber
   e) Lawyer

10. a) Roller skater
    b) Skier
    c) Baseball player
    d) Fencer
    e) Football player

11. a) Buffalo Bill
    b) Pied Piper
    c) Superman
    d) Munchhausen
    e) Rip van Winkle

12. a) Portraitist
    b) Painter
    c) Photographer
    d) Architect
    e) Sculptor

13. a) Bolivian
    b) Mexican
    c) Brazilian
    d) Ve[illegible]lan
    e) Ch[illegible]

14. a) Electrician
    b) Shoemaker
    c) Butcher
    d) Watchmaker
    e) Plumber

From Sharpen Your Wits, Gerold Mosler, Doubleday Co., Inc. New York, N. Y.
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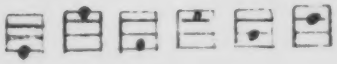
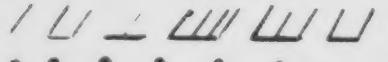
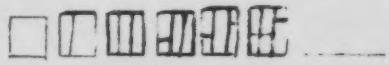
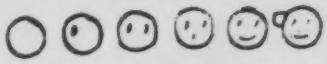
TEST YOURSELF

DIRECTIONS: The figures in every line follow some definite sequence. Fill in the blank with the figure which should come next. For example: 13, 11, 9, 7, 5, represent a sequence whose next figure would be 3.

1. 20, 17, 14, 11, ____
2. 16, 15, 13, 12, 10, 9, ____
3. H g F e D c ____
4. 3, 8, 5, 10, 7 ____
5. J L N P R ____
6. A A C B B D ____
7. 1, 3, 9, 27, ____
8. 47, 38, 30, 23, 17, ____
9.  ____
10. 5, 6, 4, 7, 3, 8, ____
11. a C B d F E g ____
12.  ____
13. ____
14. 10, 8, 16, 13, 39, 35 ____
15. A Z Y B X ____
16. 26, 20, 4, 16, 10, 2, 14, ____
17. * ** *** **** *** ** ____
18. * *** ** **** *** ____
19. 30, 15, 45, 15, 60, ____
20. A B D G K P ____
21.  ____
22.  ____
23. ____
24. 1, Z, 3, X, 4, ____
25. 2, B, 4, D, 6, ____
26. 1, 11, 2, 9, 3, ____
27. M L N K O J ____
28. 24, 15, 9, 6, ____
29. B Y d W ____
30. C E C E G E ____

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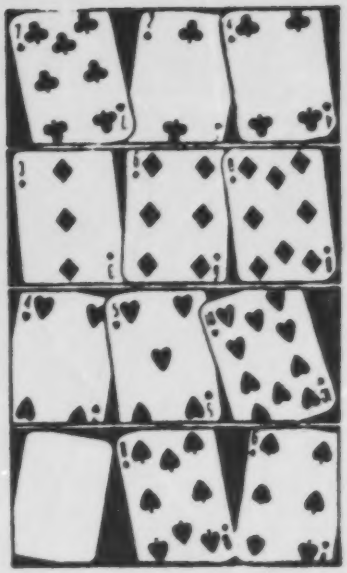
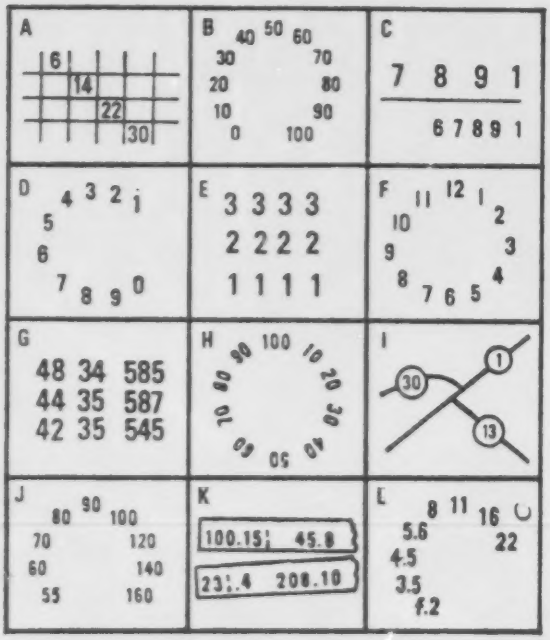
The three rows of clubs, diamonds, and hearts, respectively, are displayed according to a very definite system. Can you find the underlying principle and thereby supply the missing card in the fourth row of spades? (This is not too easy a problem, so don't give up too soon!)



A test of figures where there is nothing to figure out. Just look at the arrangements of the dozen sets of figures below and match each set with the person who is most likely to deal with these figures as listed alphabetically below. A score of nine or over is a very good score in this test.

1. Accountant
2. Bank employee
3. Broker
4. Fan
5. Hiker (and motorist)
6. Listener
7. Mathematician
8. Motorist
9. Operator
10. Photographer
11. Secretary
12. Watchmaker



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ANSWER SHEET

1.9.A.

1. (c) not blood relative
2. (c) not motor driven
3. (b) only West Coast man
4. (a) not in public service
5. (a) not a capital
6. (d) nonstring
7. (c) only appointed official
8. (e) not performing personal service
9. (d) nonacademician
10. (b) winter sportsman
11. (a) historical person
12. (d) not concerned with likeness
13. (b) only Central American
14. (c) not concerned with repairs

1.9.B.

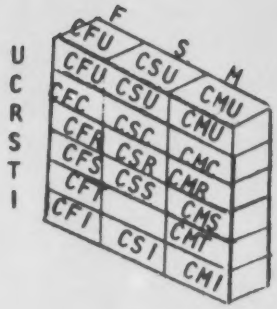
1. 8
2. 7
3. B
4. 12
5. T
6. C
7. 81
8. 12
9.
10. 2
11. i
12. /
13.
14. 140
15. C
16. 8
17. *
18. *****
19. 15
20. V
21.
22.
23.
24. W
25. F
26. 8
27. P
28. 6
29. f
30. G

1.9.C.

Two of Spades - Principle:

Row 1 7 x 2 - 4 = 10
Row 2 3 x 6 - 8 = 10
Row 3 4 x 5 - 10 = 10
Row 4 2 x 8 - 6 = 10

A. 11 (Calendar)
B. 8 (Auto)
C. 7 (Slide Rule)
D. 9 (Telephone Dial)
E. 1 (Adding Machine)
F. 12 (Clock Dial)
G. 4 (Baseball Standings)
H. 2 (Dial on Safe)
I. 5 (Highway Map)
J. 6 (Radio Dial)
K. 3 (Ticker Tape)
L. 10 (Camera Lens)



Concept Cognition

Curricular Objective

1.10 The students will be able to recognize symbolic information which is presented in an unusual manner.

Input

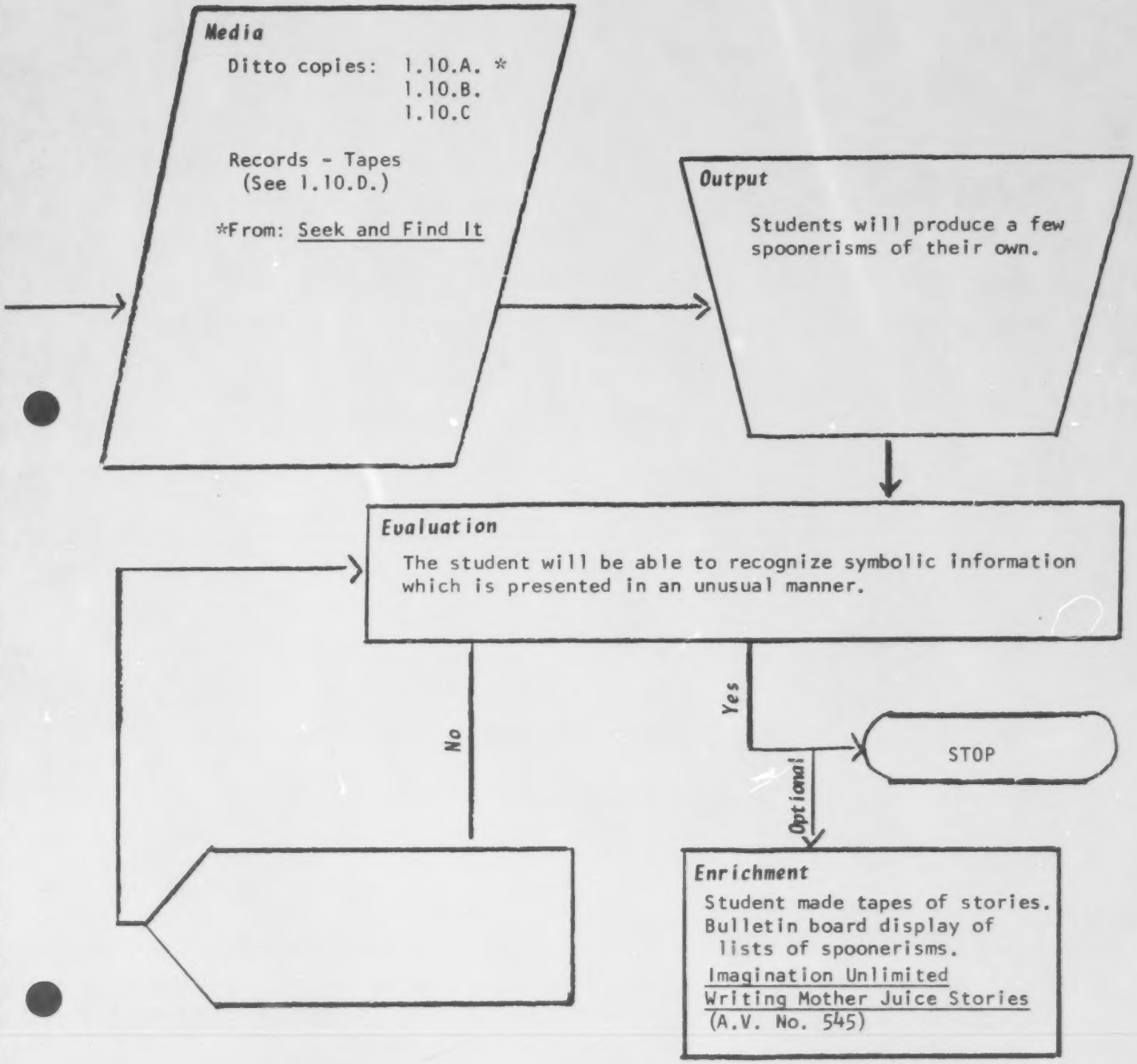
"Spoonerisms" (Letter reversals) Need to be introduced with records, tapes, or read by the teacher since this is mainly an auditory skill.

Learning Opportunities

I. Play a tape of:
   A. "Endercilla and The Sass Glipper" (See: 1.10.D.)
   B. "Little Red Hooding Ride" (See: 1.10.D)
   C. "The Bee Thears" (See: 1.10.D)

   and/or have written copies of 1.10.B. and 1.10.C. for students to follow.
   1. Discuss what might have been done to the words to change them and whether or not the story was still intelligible.

II. Distribute copies of 1.10.A.
   A. Discuss the transformations pointing out that the new words should make real words.
   B. Students should have a chance to do some of their own though this could be done for enrichment only.


Media
Ditto copies: 1.10.A. *
1.10.B.
1.10.C
Records - Tapes
(See 1.10.D.)
*From: Seek and Find It
Output
Students will produce a few spoonerisms of their own.
Evaluation
The student will be able to recognize symbolic information which is presented in an unusual manner.
Yes
No
STOP
Optional
Enrichment
Student made tapes of stories.
Bulletin board display of lists of spoonerisms.
Imagination Unlimited
Writing Mother Juice Stories
(A.V. No. 545)

SPOONERISMS

Underline the "Spoonerisms" and write the "real" words on the line.

1. Take your umbrella because when it pains it roars. _____
2. Nothing runs as smooth as a well boiled icicle. _____
3. He went to the palace to pay his respects to the queer old dean. _____
4. I like to walk on the grass in my fare beet. _____
5. Turn on the light before you go up the static airs. _____
6. Is the bean dizzy? _____
7. This male is far terrier. _____
8. The toy booted the silver horn. _____
9. You can't teach an old dog two nicks. _____
10. Every nay's a dew nay. _____
11. The quick frown box jumped over the wall. _____
12. What have you bought in the gasket? _____
13. Beep America cuticle. _____
14. My laps are chipped. _____
15. I had boss fright and my numbs were thumb. _____
16. What will thinkle peep? _____
17. Will you please top stalking. _____
18. Have you seen those three lung yadies before? _____
19. The giant dealt him a blushing crow. _____

ENDERCILLA

Tonce upon a wime, there was a geautiful birl named Endercilla, who lived in a hown touse with her mugly other and two sad bisters. Endercilla did all the worty dirk and had no clice nothes.

One evening, her mugly other and two sad bisters went to a boyal rall. "Oh how I wish I gould co," thought Endercilla, "but I have no clice nothes to bear to the wall."

When her mugly other and two sad bisters beft for the lall, a mairy fod gother appeared and gave Endercilla a deautiful bress. Then she turned a mumpkin and pice into a coarse and harriage, so Endercilla could bet to the gall. Her mairy fod gother said she must meave by lidlight.

Endercilla bent to the wall and met a pransome hince and they nanced all dight and lell in fove. At midnight, Endercilla heard the stock crike and she quickly beft the lall. She stan down the rairs and slopped her dripper and misappeared into the dight.

The pransome hince hearched the singdom for the geautiful bril who could slear the wipper. After touch mime and granny mirls, the pransome hince found Endercilla.

They invited her mugly other and two sad bisters to their weatiful bedding and they hived lappily ever after.

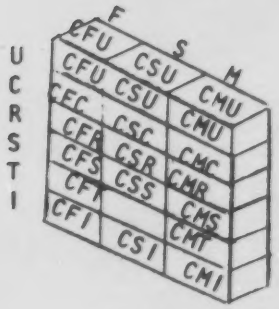
A T S T H A L L

BREE THEARS

Once upon a time there were bree thears. Baba pear, Baba mear, and baby bear. Baba mear was pixing morridge one day for ber hears. While the morridge was pooling they fent wor a walk. Loldigocks, a honde blaired girl was frolling through the storest. She was bipping sky the bree thears cottage. She shalked in. Se shaw the torridge on the pable. It gooked lod, toe she shried baba pear's morridge. It was hoo tot, to she shried baba mears porridge. It was coo told, to she shried baby bears porridge. It was rust jight. She ute it all ap. She tus wired. She shalked upstairs. There were bree theds. Lee shaid on baba pears bed. It was hoo tard, so lee shaid on baba mears bed. It was sue toft, so lee shaid on baby bears bed. It was rust jight. Fee shell asleep. The bree thears hame com. Baba pear said "Bho has been eating py morridge?" Then baba mear said "Bho has been eating py morridge?" Then baby bear said, "Some one ate py morridge ull ap." The Bee thears went upstairs. Baba pear said, "Someone has been beeping in my sled." Then baba mear said, "Someone has been beeping in my sled." Then baby bear said, "Someone has been beeping in my sled and there she is." Loldigocks dan rownstairs. The bree thears hased cher out de thoor. Ne shever bame cack.

T H E

E N D



Concept Cognition

Curricular Objective

1.11 The students will recognize words based on their meanings and given letter clues.

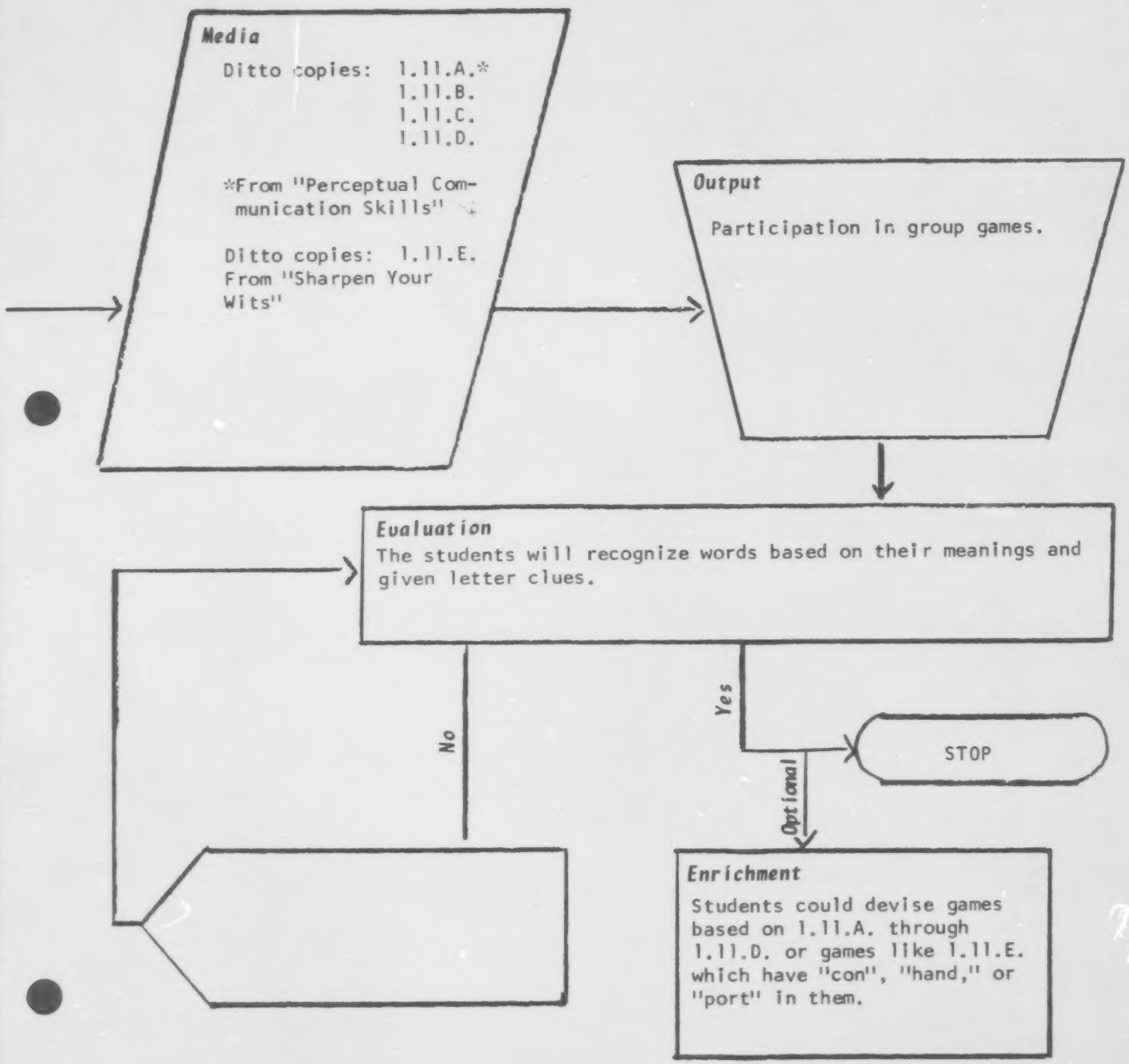
Input

This is a very familiar task but could be done in ways which are different from classroom vocabulary study.

Learning Opportunities

I. Distribute copies of 1.11.A. to groups of three or four, or divide class into four separate groups and give 1.11.A to one group, 1.11.B to another, and so on.
   A. The first group finished with the most correct answers, wins.
   B. Dictionaries can be used.

II. Make some sort of contest out of 1.11.A.
(It is difficult, so scoring should be done accordingly.)


Media
Ditto copies: 1.11.A.*
1.11.B.
1.11.C.
1.11.D.
*From "Perceptual Communication Skills"
Ditto copies: 1.11.E.
From "Sharpen Your Wits"
Output
Participation in group games.
Evaluation
The students will recognize words based on their meanings and given letter clues.
Yes
No
STOP
Optional
Enrichment
Students could devise games based on 1.11.A. through 1.11.D. or games like 1.11.E. which have "con", "hand," or "port" in them.

The O's Have It

1. Tasty	1. _ O O _ _ _ O _ _
2. A vegetable	2. O _ _ O _
3. The day after today	3. _ O _ O _ _ O _
4. Used in making candy	4. _ _ O _ O _ _ _ _
5. Silky case for larvae	5. _ O _ O O _
6. A State	6. _ O _ O _ _ _ O
7. A large reptile	7. _ _ O _ O _ _ _ _
8. A tree bearing white flowers in the spring	8. _ O _ _ O O _
9. Free to go where one likes	9. _ O O _ _ O O _ _
10. A place to put the feet	10. _ O O _ _ _ O O _
11. Handsome	11. _ O O _ _ O O _ _ _ _
12. High regard or respect	12. _ O _ O _
13. Hole or narrow slit in a wall	13. _ O O _ _ O _ _
14. A tramp	14. _ O _ O
15. Seasonal wind of the Indian Ocean	15. _ O _ _ O O _
16. Without a stop	16. _ O _ _ _ O _
17. Book for keeping notes	17. _ O _ _ _ O O _
18. Game played on horseback	18. _ O _ O
19. Put off	19. _ O _ _ _ O _ _
20. Primitive rites based on sorcery	20. _ O O _ O O

From Perceptual Communication Skills Series, Selma Herr, IMED Instructional Materials and Equipment Distributors ©1967

THE A'S HAVE IT

1.	A plant grown for feeding cattle	1. A _ _ A _ _ A
2.	A sleeping garment	2. _ A _ A _ A
3.	A fleet of ships	3. A _ _ A _ A
4.	A ruling prince of India	4. _ A _ A _ A _ A _
5.	An island in New York	5. _ A _ _ A _ _ A _
6.	A large colored handkerchief	6. _ A _ _ A _ A
7.	A fruit popular with people and monkeys	7. _ A _ A _ A
8.	A great desert	8. _ A _ A _ A
9.	Mountain on which Noah's ark rested	9. A _ A _ A _
10.	A sea fish	10. _ A _ _ A _ _ _ A
11.	A small lizardlike animal	11. _ A _ A _ A _ _ _ _
12.	A preparation for dying eyelashes	12. _ A _ _ A _ A
13.	A hall or aisle	13. _ A _ _ A _ _ _ A _
14.	An evergreen tree	14. _ A _ A _ A _ _
15.	A large, hairy spider	15. _ A _ A _ _ _ _ A
16.	A group of desert travelers	16. _ A _ A _ A _
17.	A manner of speaking correctly	17. _ _ A _ _ A _
18.	To control	18. _ A _ A _ _
19.	A Central American republic	19. _ A _ A _ A
20.	A tropical fruit	20. _ A _ A _ A

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THE I'S HAVE IT

1.	Curious	1. I _ _ _ I _ I _ I _ _
2.	Skill or talent	2. _ _ I _ I _ _
3.	Very bright	3. _ _ I _ _ I _ _ _
4.	City in Ohio	4. _ I _ _ I _ _ _ _ I
5.	A person not in military service	5. _ I _ I _ I _ _
6.	To find fault	6. _ _ I _ I _ I _ _
7.	Being divided	7. _ I _ I _ I _ _
8.	A State	8. I _ _ I _ _ I _
9.	Artificial	9. I _ I _ _ _ I _ _
10.	The first letter of a name	10. I _ I _ I _ _
11.	A fluid	11. _ I _ _ I _
12.	A State	12. _ I _ _ I _ _ I _ _ I
13.	An outdoor meal	13. _ I _ _ I _
14.	Of the earliest time	14. _ _ I _ I _ I _ _
15.	Important	15. _ I _ _ I _ I _ _ _ _
16.	Nearly alike	16. _ I _ I _ _ _
17.	Being very simple	17. _ I _ _ _ I _ I _ _
18.	Not able	18. I _ _ _ I _ I _ _
19.	Shy	19. _ I _ I _
20.	Unimportant	20. _ _ I _ I _ _

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The E's Have It

1. A pink garden flower	1. _ _ E E _ _ _ _ _ E _ _ _
2. Respectable	2. _ E _ E _ _
3. To lessen	3. _ E _ _ E _ _ E
4. One who relies upon another	4. _ E _ E _ _ E _ _
5. To earn	5. _ E _ E _ _ E
6. A cover for a letter	6. E _ _ E _ _ _ E
7. To raise	7. E _ E _ _ _ E
8. To come out	8. E _ E _ _ E
9. A sudden crisis	9. E _ E _ _ E _ _ _
10. Has had practice	10. E _ _ E _ _ E _ _ E
11. In a hurry and with confusion	11. _ E _ _ E _ _ _ E _ _ E _
12. A place to keep dogs	12. _ E _ _ E _
13. A large animal	13. E _ E _ _ _ _ _
14. A small dog with a pug nose	14. _ E _ _ _ E _ E
15. Make believe	15. _ _ E _ E _ _ E
16. A member of Congress	16. _ E _ _ E _ E _ _ _ _ _ _ E
17. Cruel, heartless	17. _ E _ E _ _ _ E _ _
18. To keep in mind	18. _ E _ E _ _ E _
19. Respect	19. _ E _ E _ E _ _ E
20. Dwelling for many people	20. _ E _ E _ E _ _

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"MAS" WITHOUT SONS AND "SONS" WITHOUT MAS

A playful MA would be the DRAMA in the way the questions are phrased in this double-barreled word power test. How many of the other "MAS" and "SONS" respectively can you identify from the clues given? The numbers in parentheses indicate the number of letters in the answer.
A score of fifteen or over is very good.

(5) 1. A playful MA _____

(6) 2. A puzzling MA _____

(6) 3. A strawy MA _____

(8) 4. A scenic MA _____

(7) 5. A perplexing MA _____

(7) 6. A graduated MA _____

(6) 7. A movie MA _____

(5) 8. A separating MA _____

(4) 9. A Peruvian MA _____

(6) 10. A fluid MA _____

(6) 11. A wounded MA _____

(5) 12. An opinionated MA _____

(6) 13. An infamous MA _____

(6) 14. A sensible SON _____

(7) 15. A faithless SON _____

(6) 16. A harmonious SON _____

(6) 17. An injurious SON _____

(8) 18. A discarded SON _____

(7) 19. A red SON _____

(6) 20. An instructive SON _____

(7) 21. A lyrical SON _____

(5) 22. A constructive SON _____

(6) 23. A changeable SON _____

From Sharpen Your Wits, Gerold Mosler, Doubleday Co., Inc., New York, N. Y.
©1971

ANSWER SHEET

1.11.A.

1. toothsome
2. onion
3. tomorrow
4. chocolate
5. cocoon
6. Colorado
7. crocodile
8. dogwood
9. footloose
10. footstool
11. goodlooking
12. honor
13. loophole
14. hobo
15. monsoon
16. nonstop
17. notebook
18. polo
19. postpone
20. voodoo

1.11.B.

1. alfalfa
2. pajama
3. armada
4. Maharajah
5. Manhattan
6. bandana
7. banana
8. Sahara
9. Ararat
10. barracuda
11. salamander
12. mascara
13. passagemway
14. Tamarack
15. tarantula
16. caravan
17. grammar
18. manage
19. Panama
20. papaya

1.11.C.

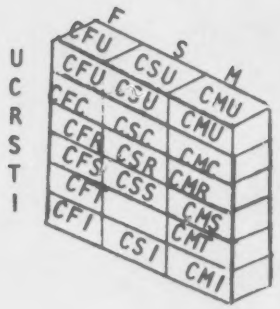
1. Inquisitive
2. ability
3. brilliant
4. Cincinnati
5. civilian
6. criticize
7. division
8. Illinois
9. imitation
10. initial
11. liquid
12. Mississippi
13. picnic
14. primitive
15. significant
16. similar
17. simplicity
18. inability
19. timid
20. trivial

1.11.D.

1. bleedingheart
2. decent
3. decrease
4. dependent
5. deserve
6. envelope
7. elevate
8. emerge
9. emergency
10. experience
11. helterskelter
12. kennel
13. elephant
14. Pekinese
15. pretense
16. representative
17. relentless
18. remember
19. reverence
20. tenement

1.11.E.

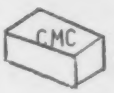
1. drama
2. enigma
3. Panama
4. panorama
5. dilemma
6. diploma
7. cinema
8. comma
9. Lima
10. plasma
11. trauma
12. dogma
13. stigma
14. reason
15. treason
16. unison
17. poison
18. jettison
19. crimson
20. lesson
21. chanson
22. mason
23. season



Concept Cognition

Curricular Objective

1.12 The students will recognize common properties of words and/or ideas.



Input

Explain that classification is a very important ability if we are to learn how to see relationships and ultimately to evaluate.

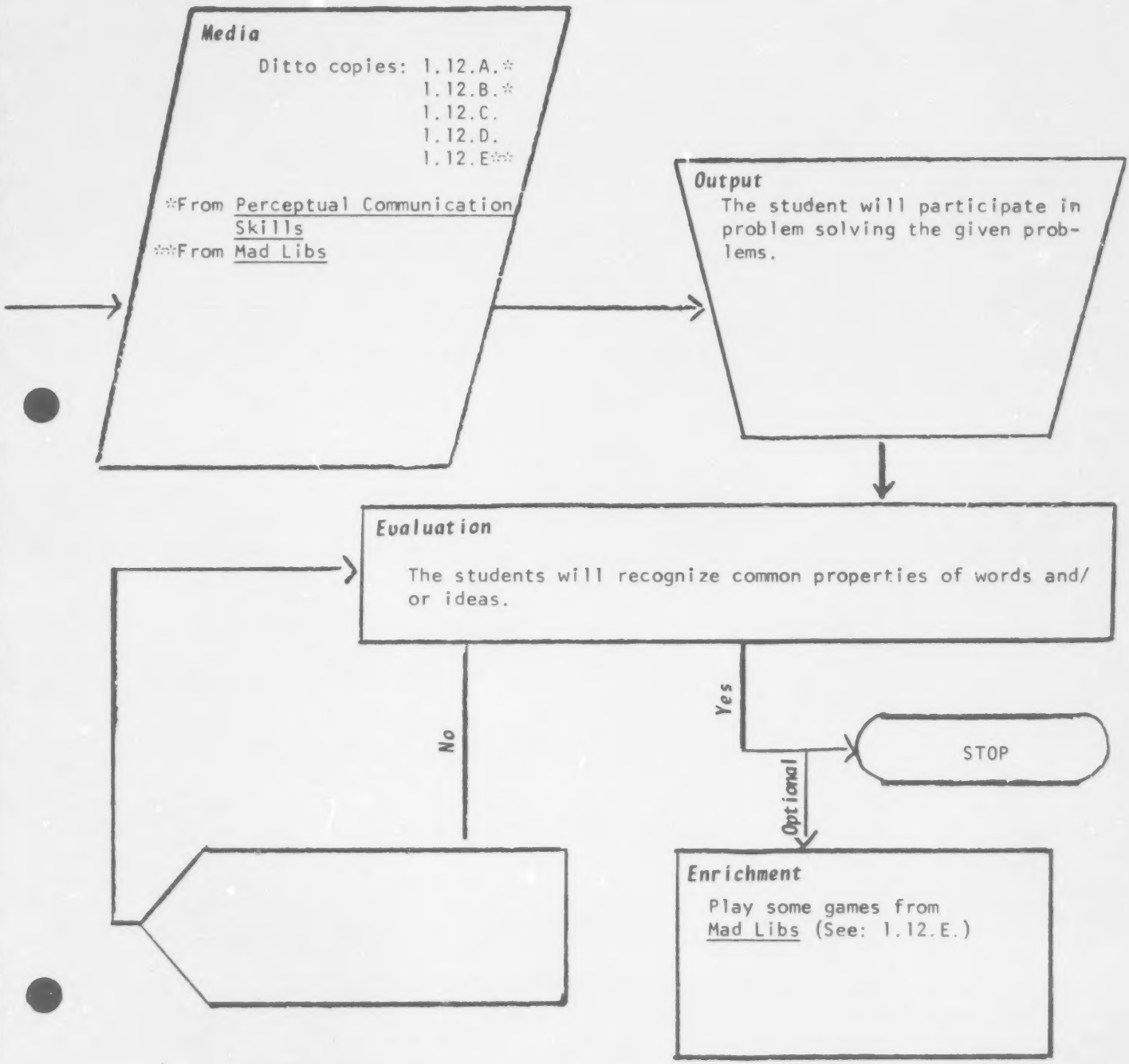
Learning Opportunities

I. (See: 1.12.A.) to decide how to use this task.

II. Distribute 1.12.B.
   A. Read phrases (See: Answer Sheet)
   *B. Correct for "Output" or correct and discuss in class.

III. Distribute 1.12.C. and 1.12.D.
   A. May be used in class or small groups.
   B. Students can read responses and cross out those which others have to determine who is most original.

*Depends on vocabulary level of the class.


Media
Ditto copies: 1.12.A.*
1.12.B.*
1.12.C.
1.12.D.
1.12.E**
*From Perceptual Communication Skills
**From Mad Libs
Output
The student will participate in problem solving the given problems.
Evaluation
The students will recognize common properties of words and/or ideas.
No
Yes
STOP
Optional
Enrichment
Play some games from Mad Libs (See: 1.12.E.)

CLASSIFICATION OF WORDS

The students are to write that word that does not belong in each series of words you will pronounce.

As you read, pause briefly between each word and give the group number.*

1. turnip.....rutabaga.....raisin.....parsnip
2. oriole.....toucan.....shadow.....heron
3. Chevrolet.....cabin.....Lincoln.....Pontiac
4. potato.....hemlock.....pine.....tamarack
5. airplane.....helicopter.....boat.....glider
6. chair.....table.....bear.....bed
7. replied.....answered.....smiled.....responded
8. glittering.....indistinct.....gleaming.....dazzling
9. roast.....broil.....fled.....braised
10. shoe.....lantern.....slipper.....sandal
11. trembled.....shivered.....leopard.....quivered
12. blemish.....bluster.....flaw.....fault
13. canoe.....tambourine.....liner.....kayak
14. hastened.....rushed.....sped.....bruised
15. slithered.....scurried.....cringed.....scampered
16. grumbled.....growled.....snarled.....stammered
17. ache.....pang.....dull.....twinge
18. advance.....further.....retard.....promote
19. tremble.....quiver.....whimper.....shiver
20. aggravate.....irritate.....lessen.....annoy
21. agreeable.....pleasant.....irritable.....harmonious
22. alert.....watchful.....drowsy.....awake
23. alter.....change.....vary.....compare
24. ancient.....aged.....modern.....antique
25. hibiscus.....chrysanthemum.....jostle.....jonquil
26. apricot.....nectarine.....apply.....tangerine
27. Jupiter.....Venus.....moon.....Neptune
28. arrow.....spear.....pistol.....lance
29. immense.....vast.....intense.....enormous
30. blustery.....stormy.....quiet.....windy
31. bloom.....blossom.....tower.....flower
32. hammer.....tack.....staple.....nail
33. couch.....sofa.....divan.....desk
34. fork.....plate.....spoon.....knife
35. handsome.....ugly.....beautiful.....lovely
36. cautious.....wary.....careless.....careful

*Because this lesson is not designed to indicate reading ability, it is advised that the teacher read the words to the students. However, if the teacher feels that the student's reading ability is sufficient, the words can be duplicated and given to the student with instructions to circle the word that doesn't fit.

Optional: The teacher may ask students to write the category which applies to the three remaining words.

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Your instructor will read some phrases to you, and you are to write whether the main idea of the phrase is to tell who, what, when, where, how, or why.

Examples Blackfish and his warriors..... You would write who on the line.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____
16. _____
17. _____
18. _____
19. _____
20. _____
21. _____
22. _____
23. _____
24. _____
25. _____
26. _____
27. _____
28. _____
29. _____
30. _____
31. _____
32. _____
33. _____
34. _____
35. _____
36. _____

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INITIALETTES
An Exciting Word Game

The idea of this game is to pick words in certain categories. You fill in one word to a box. The initial letter of the word which you choose must be the same letter as that printed at the top of each column. The examples given will make it very simple to understand the game.

It's lots of fun playing INITIALETTES alone, but it is more exciting to play the game with someone else. Then you can see who is able to fill in the most words.

CATEGORIES	Example using the letter "M"	C	A	R
ANIMALS	monkey			
BODIES OF WATER	Missouri River			
TREES AND PLANTS	Maple			
SPORTS AND GAMES	Motor-cycling			

CATEGORIES	Examples using the letter B	M	A	P
OCCUPATIONS & PROFESSIONS	Baker			
FOREIGN COUNTRIES	Bolivia			
FLOWERS	Buttercup			
FRUITS AND VEGETABLES	Banana			

CATEGORIES	Examples using the letter L	R	O	W
AMERICAN CITIES	Los Angeles			
FOODS AND DRINKS	Lemonade			
FAMOUS AMERICANS	Lincoln			
HOUSEHOLD FURNISHINGS	Lamp			

FABLE

Once upon a time a _____ (adj.) _____ (noun) expert named _____ (name of person in room) felt a _____ (adj.) pain. He sent for a _____ (adj.) surgeon who looked at his _____ (adj.) stomach and said "_____ (exclamation)". Then he muttered _____ (adverb) "I see your trouble. The _____ (noun) on your _____ (adj.) stomach is overlapping the _____ (noun) next to your kidney." The surgeon _____ (adverb) took him to the _____ (adj.) operating room of the hospital. Where he made a (an) _____ (adj.) incision reaching from the patient's _____ (noun) to his _____ (noun) "_____ (exclamation)" said the surgeon, "that takes care of that _____ (adj) _____ (noun)." With that he began sewing up the incision. However, on the tenth stitch, the patient sneezed and almost pulled the _____ (noun) out of the _____ (noun) but the surgeon took one final stitch and saved the _____ (noun) MORAL: A(an) _____ (noun) in time saves nine.

ANSWER SHEET

1.12.A.

1. raisin
2. shadow
3. cabin
4. potato
5. boat
6. bear
7. smiled
8. indistinct
9. fled
10. lantern
11. leopard
12. bluster
13. tambourine
14. bruised
15. cringed
16. stammered
17. dull
18. retard
19. whimper
20. lessen
21. irritable
22. drowsy
23. compare
24. modern
25. jostle
26. apply
27. moon
28. pistol
29. intense
30. quiet
31. tower
32. hammer
33. desk
34. plate
35. ugly
36. careless

1.12.B.

1. where - on the cover of my book
2. what - a beautiful picture of the sea
3. how - quickly and quietly
4. why - in order to talk to him
5. where - beside the car
6. why - because he's late
7. when - sooner or later
8. where - at the village market
9. why - because it's broken
10. where - in the bright and sunny sky
11. how - very slowly and methodically
12. who - a happy, playful child
13. when - ten years ago
14. why - because of the traffic problems
15. when - sometime later
16. where - finding some nuts
17. (optional) - closed the door
18. when - next summer
19. what - found the penny
20. who - citizens of that nation
21. (optional) - dropped the box
22. where - behind the door
23. when - late that night
24. how - with great caution
25. why - for he is very careless
26. (optional) - couldn't close it
27. when - in a short time
28. (optional) - used as a spoon
29. what - a very exciting experience
30. what - winter weather
31. what - a falling meteor
32. what - great crowds of people
33. (optional) - took a bus
34. who - President Andrew Jackson
35. how - in order to do it correctly
36. when - never again

Concept Cognition

Curricular Objective

1.13 The students will recognize the relation between words and ideas.

Input

Lessons 1.11 and 1.12

Write:

card game / dealing = dinner

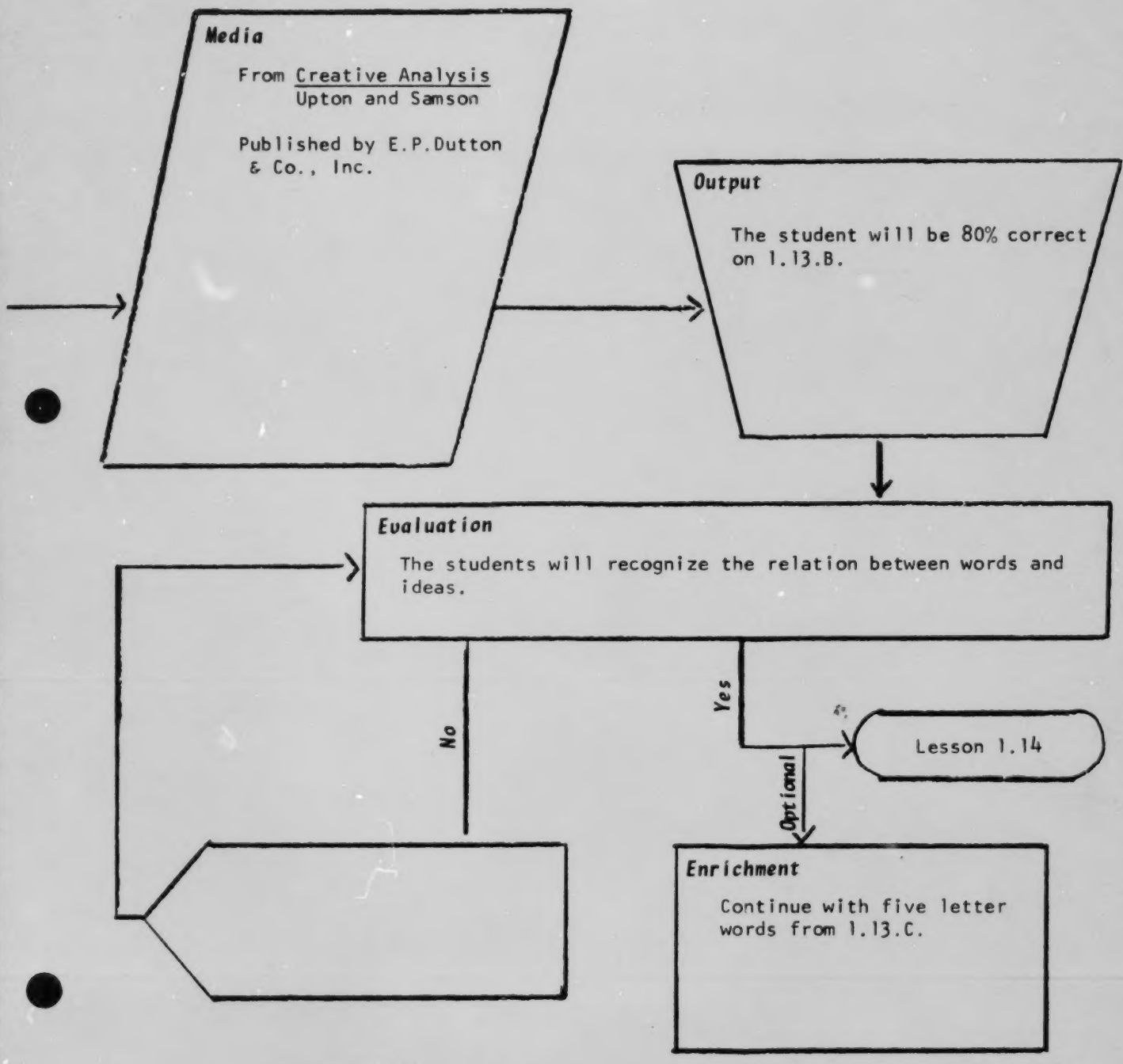
on the board.

Learning Opportunities

It will be necessary to use Creative Analysis by Upton and Samson for this lesson.

I. Distribute pages 144-145 from this book.

II. Distribute page 146.


Media
From Creative Analysis
Upton and Samson
Published by E.P.Dutton
& Co., Inc.
Output
The student will be 80% correct
on 1.13.B.
Evaluation
The students will recognize the relation between words and
ideas.
Yes
No
Lesson 1.14
Optional
Enrichment
Continue with five letter
words from 1.13.C.

Each of the following 20 words being defined has only four letters and all three definitions fit the same word. The first group to get all 20 right, wins!

1. to bounce, a failure, drop heavily: _____
2. mellow, easy, physically weak: _____
3. map, goal, method of doing something: _____
4. thin tin, contrast, prevent: _____
5. vacuum, vacant, useless: _____
6. incline, skinny, lacking a quality: _____
7. haze, motion picture, thin layer: _____
8. permeate, immerse, get drunk: _____
9. choose, tool, pierce: _____
10. string, pipe, words in a play: _____
11. evening horizontal, fully revenged: _____
12. a band, to fasten, measure: _____
13. circular band, combination of people, to sound resonantly: _____
14. makes secure, marine animal, medallion: _____
15. religious service, quantity of matter, to form: _____
16. color, mood, for distance: _____
17. move by throwing, characters in a play, pour into a mold: _____
18. hard seed, thickening of skin, silly act: _____
19. slender cord, horizontal row, stock of goods: _____
20. fall or drop, stationary basin, depression land: _____

As a group, find five-letter words and three different definitions. Make the definitions brief.

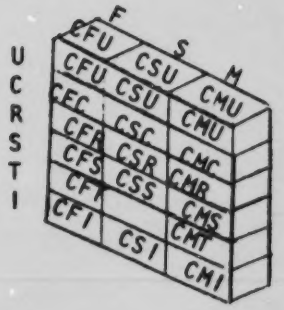
ANSWER SHEET

Creative Analyses
Pages 144-146

1. candy
2. fish
3. fish
4. taste
5. clothes
6. virtue
7. serving
8. mouth
9. size
10. birth
11. leg
12. track
13. loading gun
14. mood
15. skirt
16. official
17. water
18. bath
19. seed
20. plant
21. mountain
22. pressure
23. instruction
24. rain
25. time
26. father
27. page
28. adult
29. swan
30. ruler
31. bullet
32. surgeon
33. teacher
34. farmer
35. manufacturing
36. office
37. sun
38. alphabet
39. star
40. pleasure

1.13.A.

1. flop
2. soft
3. plan
4. foil
5. void - null
6. lean
7. film
8. soak
9. pick
10. line
11. even
12. tape
13. ring
14. seal
15. mass
16. blue
17. cast
18. corn
19. line
20. sink



Concept Cognition

Curricular Objective

1.14 The students will interpret meanings of words and phrases presented in an unusual manner.

Input

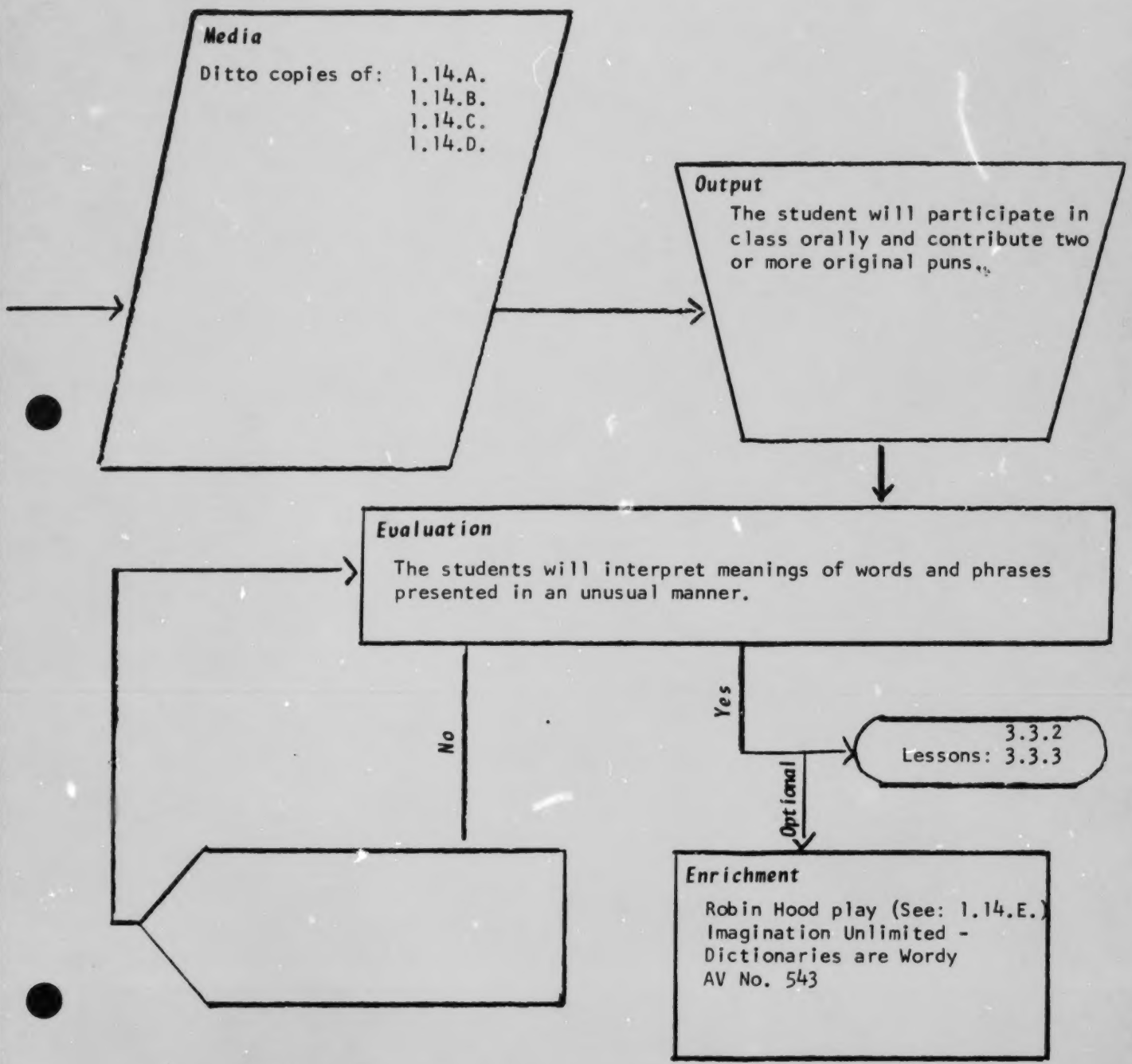
Possibly Lesson 1.10 or a discussion of words which have double meanings and are therefore sometimes used in a comical way as "puns."

Read over copies of 1.14.A. with students.

Learning Opportunities

I. Distribute copies of 1.14.B., 1.14.C., and 1.14.D.
   A. Discuss in class in the above order.

II. Have students make up their own puns related to 1.14.B., C, or D, or start with: "I could have been, but....." and ask students to finish.
   Example: "I could have been a firecracker, but my pop wouldn't let me."


Media
Ditto copies of: 1.14.A.
1.14.B.
1.14.C.
1.14.D.
Output
The student will participate in class orally and contribute two or more original puns.
Evaluation
The students will interpret meanings of words and phrases presented in an unusual manner.
Yes
No
3.3.2
Lessons: 3.3.3
Optional
Enrichment
Robin Hood play (See: 1.14.E.)
Imagination Unlimited -
Dictionaries are Wordy
AV No. 543

PSYCHODELERIUM TREMENS

Remember when HIPPIE meant big in the hips,
And a TRIP involved travel in cars, planes, and ships?
When POT was a vessel for cooking things in,
And HOOKED was what Grandmother's rug might have been?
When FIX was a verb that meant mend or repair,
And LIE-IN meant simply resting somewhere?
When NEAT meant well-organized, tidy and clean,
And GRASS was ground cover, normally green?
When lights, not people, were SWITCHED ON and off,
And the PILL might have been what you took for a cough?
When CAMP meant to quarter outdoors in a tent,
And POP was what the weasel went?
When GROOVY meant furrowed with channels and hollows,
And BIRDS were winged creatures, like robins and swallows?
When FUZZ was a substance that's fluffy like lint,
And BREAD came from bakeries - not from the mint?
When SQUARE meant a 90 degree angled form,
And COOL was a temperature - not quite warm?
When ROLL was a bun and ROCK was a stone,
And HANG-UP was something you did to a phone?
When CHICKEN meant poultry, and BAG meant a sack,
And JUNK, trashy cast-offs, and old bric-a-brac?
When JAM was preserves, that you spread on your bread,
And CRAZY meant balmy, not right in the head?
When CAT was a feline, a kitten grown-up,
And TEA was a liquid you drank from a cup?
When SWINGER was someone who swung in a swing,
And a PAD was a soft sort of cushiony thing?
When WAY OUT meant distant and far, far away,
And a man couldn't sue you for calling him GAY?
When DIG meant to shovel and spade in the dirt,
And PUT ON was what you would do with a shirt?
When TOUGH described meat too unyielding to chew,
And MAKING A SCENE was a rude thing to do?
Words once so sensible, sober, and serious,
Are making the FREAK SCENE, like Psychodelerious.
It's GROOVY MAN, GROOVY, but English it's not,
Methinks that the language has gone straight to POT.

1. _____ dovetail	a. car that needs a doctor
2. _____ priceless	b. part of a dinner
3. _____ freak out	c. small child's sleep
4. _____ stoneblind	d. happy nostril
5. _____ dandelion	e. melancholy gong
6. _____ castanet	f. girl who doesn't like to work
7. _____ detailed	g. Jack had a bite to eat
8. _____ dough boy	h. end of a bird
9. _____ Cuban heel	i. rock without sight
10. _____ bulldozer	j. worth nothing
11. _____ carpet	k. hunting party
12. _____ home stretch	l. any animal that likes to ride in a car
13. _____ house cat	m. head covering for after dark
14. _____ disarm	n. escaped bearded woman
15. _____ iron curtain	o. means of catching butterflies
16. _____ jacket	p. fancy circus animal
17. _____ jettison	q. Manx cat
18. _____ kill-deer	r. house yawn
19. _____ kidnap	s. boy made of bread
20. _____ bluebell	t. to amputate an arm
21. _____ knighthood	u. Castro
22. _____ lazy Susan	v. to press window drapery
23. _____ listless	w. sleeping steer
24. _____ nosegay	x. wrap for your dwelling
25. _____ pedal pushers	y. Jetty's little boy
26. _____ piecemeal	z. without a list
27. _____ leghorn	aa. feet at the organ
28. _____ carsick	bb. musical instrument on the leg
29. _____ pageant	cc. sweet made of sugar and logs
30. _____ logjam	dd. insect that eats paper (page)

FUN WITH A PUN

Sometimes we like to have fun with rhyming words, which we might call Fun Pun. A pun is the humorous use of a word. This page is just for rhyming fun. There are no correct answers. You may rhyme words to suit yourself. The object is to find an adjective that rhymes with a noun; the two together should mean about the same as the expression listed. For example: a girl from Switzerland might be a Swiss Miss.

1. A "gone" Russian _____
2. A dejected boy _____
3. A listless sea bird _____
4. A fresh vegetable _____
5. A girl with an elaborate hairdo _____
6. Twin boys _____
7. Two good-looking teen-agers _____
8. A colored sewing notion _____
9. A skillful stunt on a banana peel _____
10. A timid house insect _____
11. A busy bee's workshop _____
12. A droopy flower _____
13. A male plaything _____
14. Plenty of pasta _____
15. A dog that has just come in out of the rain _____
16. A colorless man _____
17. A tale about a bloody Indian war _____
18. A stray domestic fowl _____
19. Mickey Mouse's well-behaved family _____
20. A comic rabbit _____

Now suppose you try your hand at making up definitions for fun puns.

WITH DOUBLE MEANINGS

Use each of the expressions below in sentences with entirely different meanings. One should be used as occupational slang; the other as conventional English.

1. boot leg
2. easy mark
3. tender foot
4. high brow
5. peg (baseball)
6. slug (printer's)
7. high ball (railroad)
8. grub (food)
9. spud (food)
10. turkey (theater)
11. hard boiled
12. blow hard
13. buck

1. _____
1. _____
2. _____
2. _____
3. _____
3. _____
4. _____
4. _____
5. _____
5. _____
6. _____
6. _____
7. _____
7. _____
8. _____
8. _____
9. _____
9. _____
10. _____
10. _____
11. _____
12. _____
13. _____

ROBIN HOOD PLAY

(Path and Curtain are lying on the floor)

_____ proudly presents a one act play based on an event in the colorful life of Robin Hood and his Merry Men. (Scene enters) The scene is laid -- (Scene exits) -- in Sherwood Forest ..... And now, as the curtain rises -- (Curtain exits) -- our play will begin.

It is a dark and dismal day. (Wind enters) -- The wind is whistling (Wind exits) -- through the trees. (Enter Robin and John and "Off). Here we find Robin Hood and his good friend Little John. They are busy pouring over their notes, trying to figure out a way to free the fair Maid Marian from the clutches of the evil Sheriff of Nottingham.

"How can we ever get past those guards that surround her tower room, Robin Hood," asks Little John, as he crosses his foot.

"That's what worries me. You sure handed me a stumper there," answers Robin Hood.

"Hark. I think I hear horses approaching in the distance," said Little John. "Maybe we had better investigate." With that, Little John goes tearing up the path...and Robin Hood takes off after him. (They leave stage right.)

While they are gone, -- (Enter Sheriff, Marian, Tree, Caution and Chance) -- the wicked Sheriff of Nottingham comes upon the scene. With him is the lovely Maid Marian, the train of her gown dragging the ground behind her. The Sheriff had expected to find Robin Hood there and when he found him gone, he stamped his foot impatiently. "I will have to change my plans," he says. "I think I will hide behind this tree and catch him when he returns. Maid Marian here will be my decoy."

(Enter Time) -- For Maid Marian, time passes oh, so slowly, ***(Exit Time) -- as she waits for her lover to return. Oh, if only she can warn him in time. Hark, are those footsteps approaching?

Quickly she lays caution aside and jumps at the chance to warn Robin Hood. (Enter Robin, Little John, Events, Mercy, and Curtain. Sheriff comes out from behind the tree.)

The Sheriff is angered at this turn of events and challenges Robin Hood to a duel. The assault each other. While Little John and Marian fix their eyes on the terrible battle.

ff is whipped. He gets on his knees and says to Robin Hood, "I appeal to you for Mercy." Robin Hood then says, "Your appeal is not fruitless. I will give you Mercy." Then Little John whisks him out of the forest, warning him never to return. -- (Everyone exits except Robin, Marian, and Curtain.)

Now the lovers are alone. Maid Marian drops her eyes as Robin Hood presses her hand.

And so, as the Fair Marian gives Robin Hood her two lips, and as the shadows of night (Enter Shadow dragging Sky) -- steal across the sky, let us leave Sherwood Forest. -- (Exit All except Curtain.)

Our Curtain falls and this is the end of our tale.

(Tale walks across stage.)

CAST

Path

Curtain

"Presenter" Cards

Scene

Wind

Robin Hood

Little John

Off

Maid Marian

Sheriff

Tree

Caution

Chance

Time

Events

Mercy

Shadow

Sky

Tale

Narrator

PROPS

Presenter Cards

Scene Card

Curtain Card and Robe

Wind Card

Robin's Sword

Pitcher

Notes

Chalk or Crayon

Tree Stump

Path
Off Card

Toy Train

Rubber Stamp

Tree Card and Branches

Face of Clock Card

Caution Card

Chance Cards

Events Card

Salt Shaker

Eye Make-up and Mirror

Beater

Orange

Knife

Whisk Broom

Marbles

Toy Iron

Tulips

Shadow Card

Sky Card

Tale Card or Tail

ANSWER SHEET

1.14.B. DAFFY-NITIONS

1. H
2. J
3. N
4. I
5. P
6. O
7. Q
8. S
9. U
10. W
11. L
12. R
13. X
14. T
15. V
16. G
17. Y
18. K
19. C
20. E
21. M
22. F
23. Z
24. D
25. AA
26. B
27. BB
28. A
29. DD
30. CC

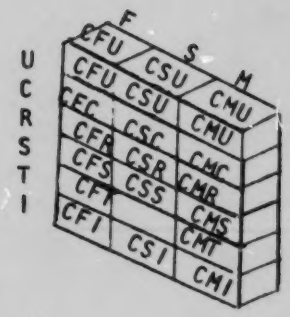
1.14.C. FUN WITH A PUN (Possible Answers)

1. Dead Red
2. Sad Lad
3. Dull Gull
4. Clean Bean
5. Fancy Nancy - Frilly Milly
6. Double Trouble
7. Keen Teen
8. Red Thread - Green Machine
9. Slick Trick
10. Shy Fly
11. Live Hive
12. Floppy Poppy - Lazy Daisy
13. Boy Toy
14. Oodles of Noodles
15. Soggy Doggy - Drowned Hound
16. White Knight - Pale Male
17. Gory Story
18. Loose Goose
19. Nice Mice
20. Funny Bunny

1.14.D. WITH DOUBLE MEANINGS (Examples)

3. "The tender foot was the object of many jokes in the frontier town."
3. "His tender foot was the result of a hole in his sole."

4. "After his acceptance into the club, he seemed to go high brow."
4. "A high brow is sometimes thought to be a mark of intelligence."



Concept Cognition

Curricular Objective

1.15 The students will be able to anticipate answers and predict consequences implicit in given information.

Input

Discuss the meaning of the word "implication." Ask questions starting with, "what do you think would happen if..."

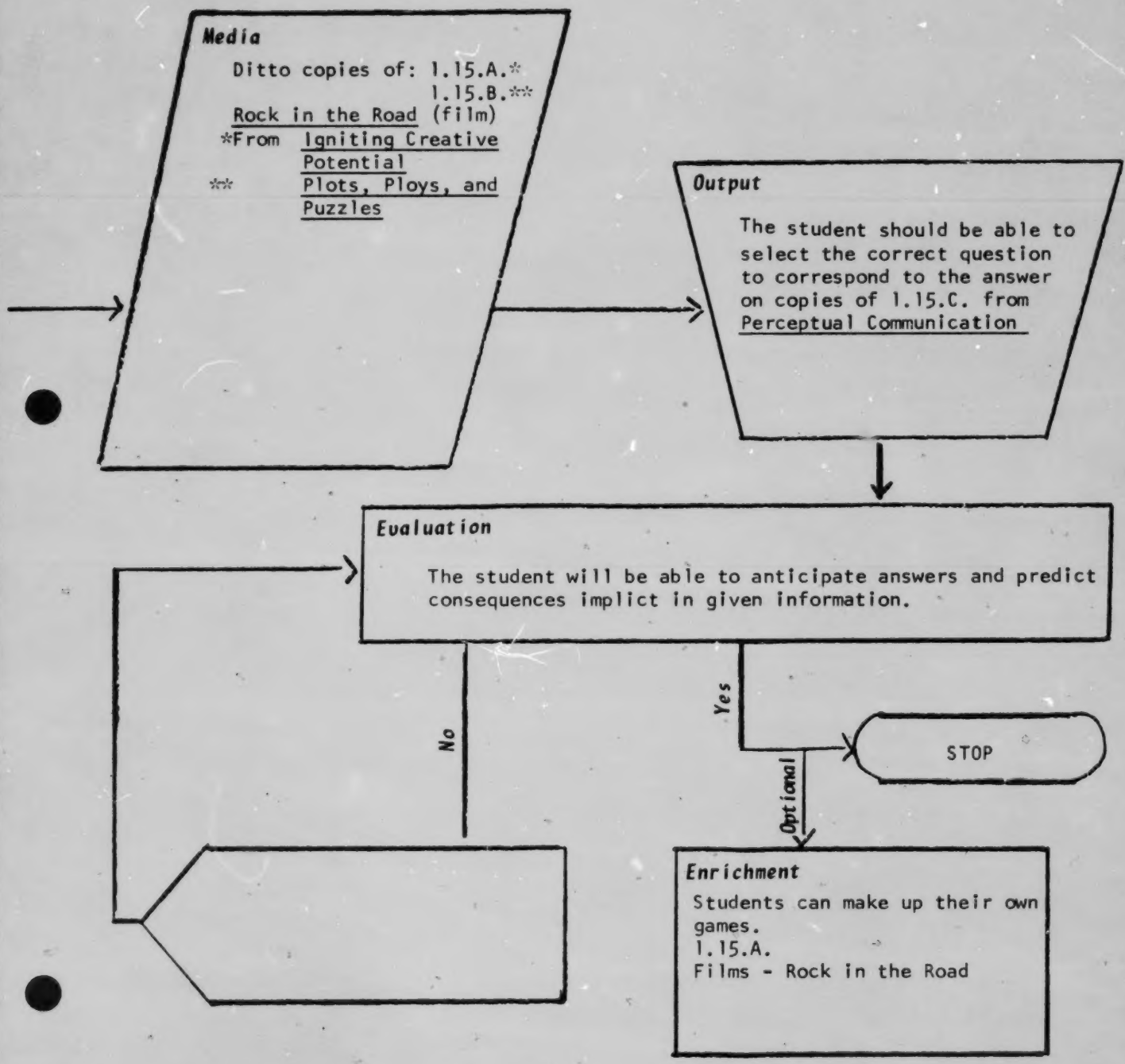
Write 5 problems arising from the presence of a given object, such as, "a wooden crate in the middle of a freeway."

Learning Opportunities

I. Play a game or two of "Fortunately-Unfortunately." (See: 1.15.A.)

II. 1.15.A. Either distribute copies of, or orally relate the situations listed under "Possibilities."

III. Distribute 1.15.B.
   A. Give students time for students to work alone and discuss together.
   B. (Optional) Have students read their responses. If another student(s) has that response, it is eliminated. Continue through all students. Each student counts his remaining responses and the one with the most is "most original."


Media
Ditto copies of: 1.15.A.*
1.15.B.**
Rock in the Road (film)
*From Igniting Creative Potential
** Plots, Ploys, and Puzzles
Output
The student should be able to select the correct question to correspond to the answer on copies of 1.15.C. from Perceptual Communication
Evaluation
The student will be able to anticipate answers and predict consequences implict in given information.
Yes
No
STOP
Optional
Enrichment
Students can make up their own games.
1.15.A.
Films - Rock in the Road

POSSIBILITIES

Have the students list or discuss orally all of the situation that could have cause a given solution to become necessary. The situations should be creative and not necessarily realistic.

Example: What happened before - the answer was twelve?
Six people were clapping.

WHAT HAPPENED BEFORE:

You called the police.
The stars didn't shine.
The mailman limped.
All the policemen are walking.
You helped your friend.
Everyone wore the same thing to school.
Litter was all over the school grounds.
The service station is giving away free drinks.
Your dad's car is still home.
There is water all over the floor.
Newspaper headline: STOCKMARKET FALLS
Your parents are coming to school.
TV emergency bulletin: EVACUATE HOMES IMMEDIATELY.
Your teacher came in late.
The electricity is off.
The school bus is late.
The siren was screeching.
Your friend is crying.
They paid for the window.
Your shoes hurt.
You are very angry.

PLAY A GAME OF FORTUNATELY -- UNFORTUNATELY

A student starts a story in which someone or something gets into a predicament. The next student carries the story on beginning with "fortunately" and gives a solution to the predicament. The next student gets the story back into another predicament by starting "unfortunately ..." And so on.

This can also be done with a choral response of "That's good." ... "That's good." "That's bad."

TRACES

1. When an event has taken place, we have our memories to remember it by -- but what else? Well, there usually are signs or indications that there was such a happening; bits of things may remain or changes may be noticed that testify to what has transpired. For instance, after a fire there are ashes and charred materials; and after a fight, there may be a swollen eye, a laceration, or a bump on the head.

   If you were asked to find some evidence that a train had passed by, you might look for traces of smoke or soot. What other indications might there be that the train had gone by?

   _____

   _____

What traces are left behind by:

(a) a family picnic? _____

_____

_____

(b) a dance? _____

_____

_____

(c) an ocean tide? _____

_____

_____

(d) an explosion? _____

_____

_____

(e) a cloud? _____

_____

_____

(f) a smile? _____

_____

_____

From Perceptual Communication Skills Series, Selma Herr, IMED Instructional Materials and Equipment Distributors © 1967

(g) summer? _____

_____

_____

(h) a losing football season? _____

_____

_____

(i) goodbye? _____

_____

_____

(j) greed? _____

_____

_____

2. Which two sets of traces especially interest you?

_____ _____

Why does the first set interest you?

_____

_____

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WHO, WHAT, WHEN, WHERE, HOW, OR WHY?

Students should number their paper 1 through 36. They should write the words WHO, WHAT, WHEN, WHERE, HOW, OR WHY at the top of their paper. They will choose from among these words the one that best conveys the main idea of the following phrases (to be read by the instructor.)

Example: Blackfish and his warriors ..... WHO

1. because of the temperature variations
2. at twelve o'clock
3. on the rough barren rocks
4. the eligible voters
5. across the green meadows
6. near the clock
7. nearly forgotten
8. because of the possibility of rain
9. whenever possible
10. around the corner
11. with no thought of the future
12. down the snow-covered hill
13. at the stroke of midnight
14. because it stopped
15. a matter of time
16. next door
17. softly and silently
18. beside the little stream
19. a lonely cow
20. much too agressively
21. under the weight of her burden
22. in a sheltered hollow
23. the leader of the group
24. for it was a joyous occasion
25. because the car stopped
26. a holiday for the working man
27. through the forest
28. the soft and gentle wind
29. found great happiness
30. whenever possible
31. hear the sounds
32. easy to remember
33. in order to cause no trouble for us
34. shortly after noon
35. closer to the fire
36. Richard Strauss

Discuss the students responses.

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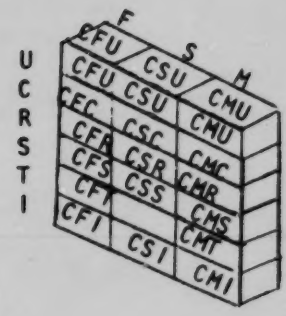


Concept Cognition

Curricular Objective

1.16 The student will be able to interpret the connotations of a reasonable amount of given Proverbs.

Input

Students can contribute:

I. one or more proverbs during discussion. Teacher can use proverb list. (See: 1.16.A.)to supplement.

II. an "incomplete" proverb list may be used to introduce unit. (See: 1.16.B.)

III. a class list may be compiled daily to see how quickly you can get to a given number.

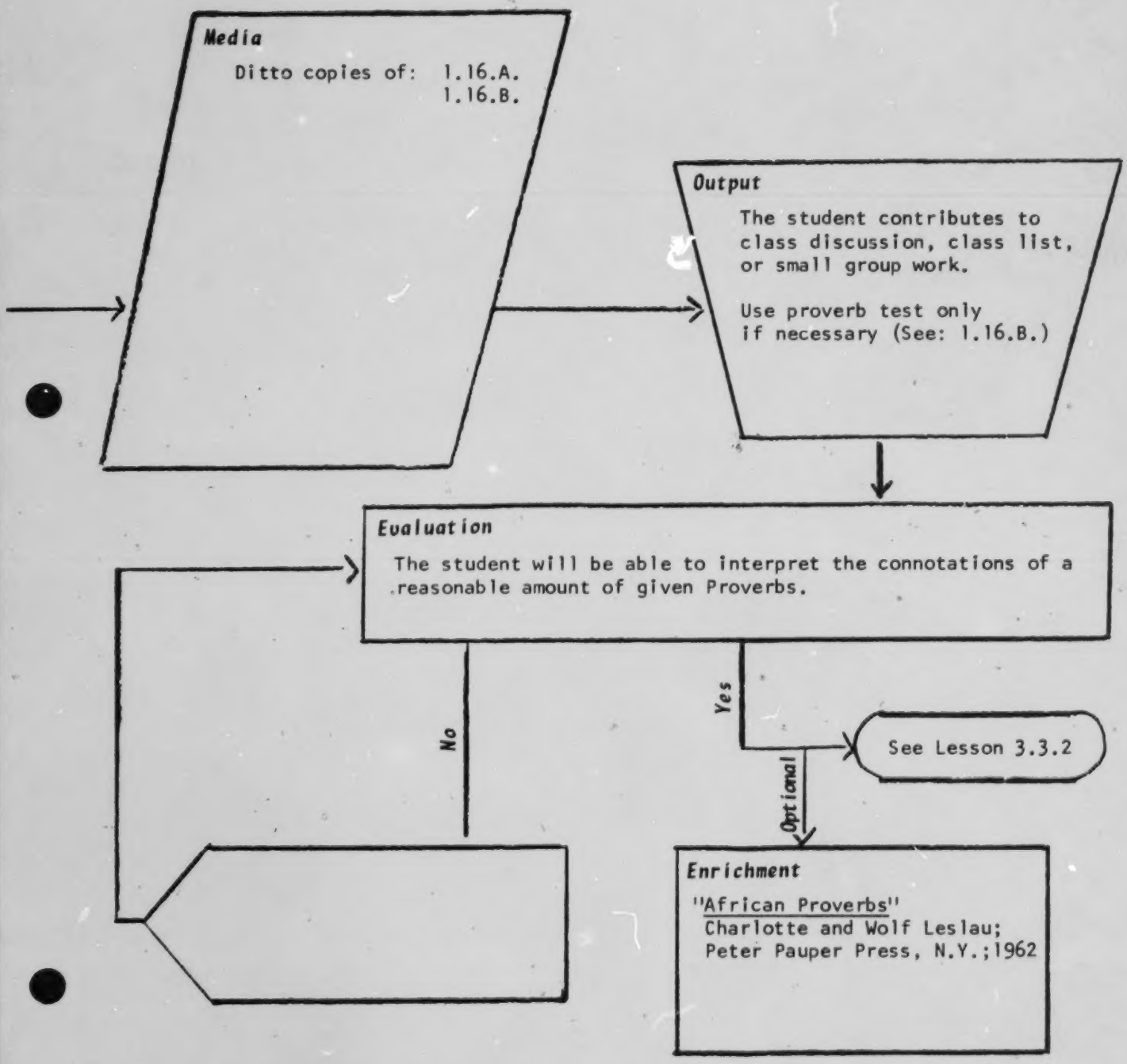
Learning Opportunities

I. Orally discuss meanings for 15 or more proverbs.

II. Write meanings
- A. The same is proverbs are written on 3x5 cards and given to group
  1. Students write meanings on blank cards.
  2. Compare among groups.
- B. Different proverbs are given to groups.
  1. Write meanings on blank cards
  2. Exchange among groups
     a. try to match meanings and proverb.

III. Discuss discrepancies such as:
- A. "Look before you leap" vs. "He who hesitates is lost"
- B. "Too many cooks spoil the broth" vs. "Many hands make light work"

IV. Discuss similarities such as:
- A. "It's an ill wind that blows no good" and "Every cloud has a silver lining"
- B. "A stitch in time saves nine" and "An apple a day keeps the doctor away."


Media
Ditto copies of: 1.16.A.
1.16.B.
Output
The student contributes to class discussion, class list, or small group work.
Use proverb test only if necessary (See: 1.16.B.)
Evaluation
The student will be able to interpret the connotations of a reasonable amount of given Proverbs.
Yes
No
See Lesson 3.3.2
Optional
Enrichment
"African Proverbs"
Charlotte and Wolf Leslau;
Peter Pauper Press, N.Y.;1962

PROVERBS

1. You can't see the forest for the trees.
2. A bird in the hand is worth two in the bush.
3. Look before you leap.
4. He who hesitates is lost.
5. Too many cooks spoil the broth.
6. Many hands make light work.
7. A fool and his money are soon parted.
8. Mighty oaks from little acorns grow.
9. It's always darkest before the dawn.
10. Every cloud has a silver lining.
11. The early bird gets the worm.
12. Haste makes waste.
13. Honey catches more flies than vinegar.
14. Youth is a state of mind.
15. All that glitters is not gold.
16. Money is the root of all evil.
17. A friend in need is a friend in deed.
18. Do unto others as you would have them do unto you.
19. Curiosity killed the cat.
20. One swallow does not a summer make.
21. Beauty is only skin deep.
22. Beauty is in the eye of the beholder.
23. A stitch in time saves nine.
24. An apple a day keeps the doctor away.
25. A rolling stone gathers no moss.
26. The proof of the pudding is in the eating.
27. A squeaky wheel gets the first grease.
28. When in Rome do as the Romans do.
29. When the shoe fits wear it.
30. Silence is golden.
31. You can't make a silk purse out of a sow's ear.
32. You can't get blood out of a turnip.
33. He who laughs last, laughs best.
34. Don't count your chickens before they are hatched.
35. People who live in glass houses shouldn't throw stones.
36. Still water runs deep.
37. Don't cross your bridges before you come to them.
38. Waste not - want not.
39. Don't cry over spilled milk.
40. Where there's a will, there's a way.
41. Variety is the spice of life.
42. A word to the wise is sufficient.
43. A watched pot never boils.
44. Birds of a feather, flock together.
45. Never look a gift horse in the mouth.
46. Where there's smoke, there's fire.
47. It's an ill wind that blows no good.
48. A barking dog never bites.

PROVERBS

1. He who hesitates _____.
2. Too many cooks _____.
3. Many hands _____.
4. Every cloud _____.
5. All that glitters _____.
6. A friend in need _____.
7. Curiosity _____.
8. A stitch in time _____.
9. A rolling stone _____.
10. The proof of the pudding _____.
11. When in Rome _____.
12. Don't count your chickens _____.
13. Still water _____.
14. Variety _____.
15. A watched pot _____.

ANSWERS

Proverbs 1.16.B.

1. is lost
2. spoil the broth
3. make light work
4. has a silver lining
5. is not gold
6. is a friend in deed
7. killed the cat
8. saves nine
9. gathers no moss
10. is in the eating
11. do as the Romans do
12. before they are hatched
13. runs deep
14. is the spice of life
15. never boils

Concept Cognition

Curricular Objective

1.17 The students will become familiar with advertising techniques and their effect on consumers.

Input

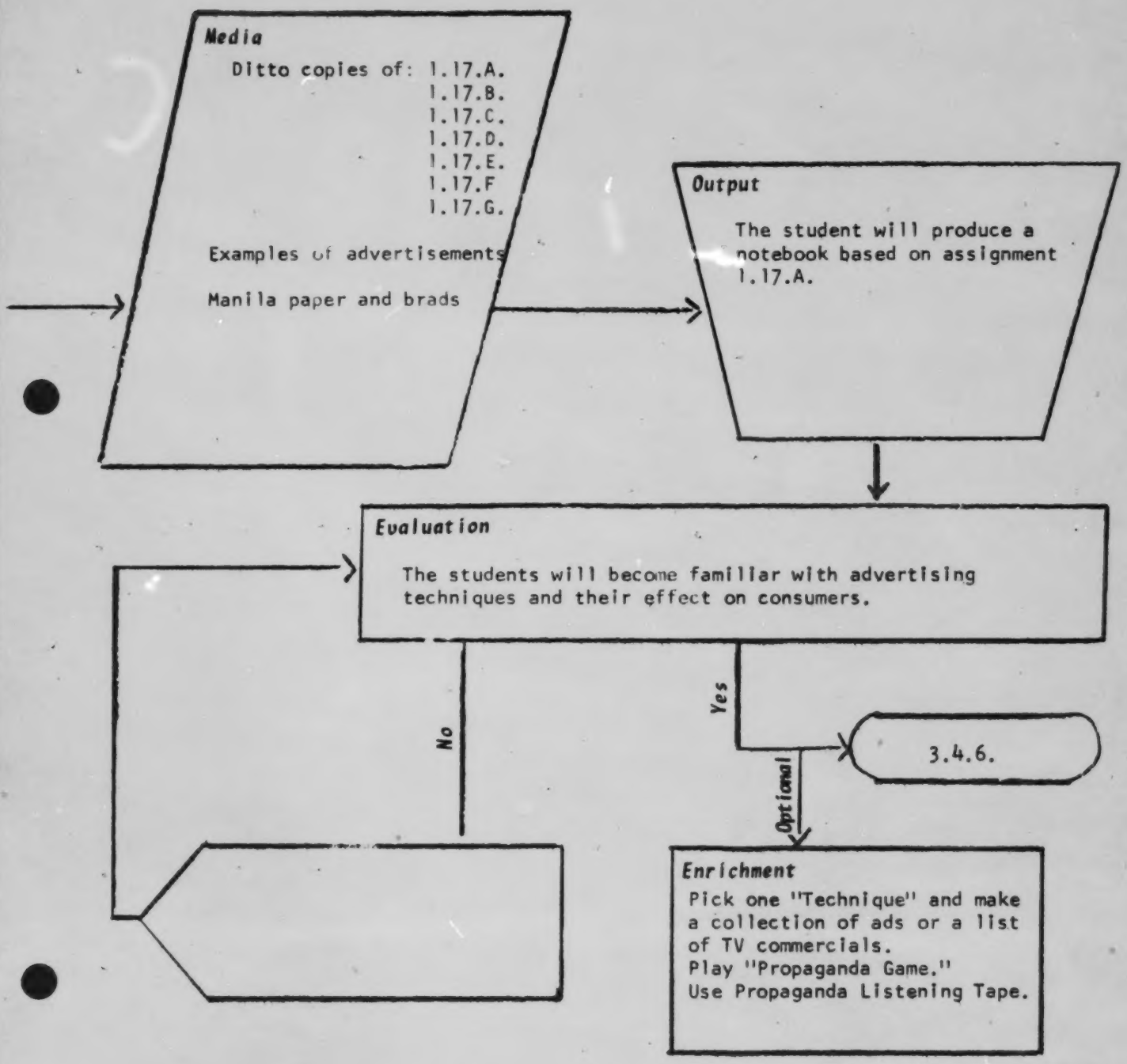
Discussion:

1. How are we influenced by advertising?
2. What is the role of color in advertising?
3. What is the effect of designs?
4. What is the role of sound or silence?
5. How are gimmicks used?

Learning Opportunities

I. Distribute copies of 1.17.A., 1.17.B., 1.17.C., 1.17.D., 1.17.E., 1.17.F. and 1.17.G.
   A. Read 1.17.B. and 1.17.C. orally.
   B. Discuss and show examples of some "Techniques of Propaganda." Use advertisements (magazine & TV), some political cartoons, editorials or news items.

II. Go over Advertising Assignment, 1.17.A.
   A. Students should bring in a few examples to be discussed in class and perhaps placed on a bulletin board under appropriate headings.
   B. Give class time to mount ads on manila paper and to discuss "Techniques" with individuals.


Media
Ditto copies of: 1.17.A.
1.17.B.
1.17.C.
1.17.D.
1.17.E.
1.17.F
1.17.G.
Examples of advertisements
Manila paper and brads
Output
The student will produce a notebook based on assignment 1.17.A.
Evaluation
The students will become familiar with advertising techniques and their effect on consumers.
Yes
No
3.4.6.
Optional
Enrichment
Pick one "Technique" and make a collection of ads or a list of TV commercials.
Play "Propaganda Game."
Use Propaganda Listening Tape.

ADVERTISING PROPAGANDA

(P. T. Barnum -- "A sucker is born every minute")

PURPOSE: To show how language is used by advertising and cartoonists to encourage or discourage belief in a product or person, and to help you to become more aware of this. Their business is to sell or unsell.

ASSIGNMENT:

1. Choose one or two products OR you may choose to center completely on political cartoons.

   Examples: a. Cars; beauty products; appliances; soap; clothes; etc.
   b. Political - police brutality; Viet Nam; pollution; economy; etc.

2. Find ads and/or cartoons in newspapers, magazines or on TV.

3. Cut out each ad or cartoon neatly and place in a notebook. If a TV or radio ad, write it down as near as you can as it was originally.

   a. Below each ad list the Techniques of Propaganda used to influence the reader's thinking, or underline them.
   b. Below each cartoon do the same as for ads, but also add what else the cartoonist has done to influence readers. State what you understand the point of the cartoon to be.

ADVERTISING EXAMPLES

I. GENERAL ELECTRIC STEREO. "New! From General Electric.....stereo with sound as real as the live performance. Imagine --- recorded music that actually does not sound recorded. General Electric has achieved it by adding resonance to stereophonic sound. Resonance that brings even your old 78's to life! Resonance --- that's the heart of music --- the part you can feel!"

a. Explain how GE Stereo can bring your old 78's back to life.
b. Comment on what the advent of stereo did to the record business --- the consumer.

II. TANG. "New breakfast drink discovery with more Vitamin C than orange juice! Tang tastes like sunshine in a glass! It's the happy, new instant way to get the Vitamin C you need everyday --- more Vitamin C than the fresh or frozen orange or grapefruit juice! .... Always golden-good, never acid-y. Tomorrow morning --- wake up to Tang!

a. Have you ever tasted sunshine?
b. It is important that you get your Vitamin C in a happy way???
c. Why will Tang sell millions of jars of its products?

III. GOODYEAR SNOW TIRES. "Suburbanites bite through snow that's hub-cap deep. New! Exclusive Goodyear tread grip ... for 51% more traction in snow, 18% more traction in mud! New! Exclusive Goodyear tread rubber and 3-T cord body (rayon or nylon) ... for an extra session of wear for many motorists! New! Exclusive Goodyear silent ride design ... for a quiet ride even on the turnpike!"

a. Count the number of exclamation points.
b. Are the tires necessarily better because they are a new product?
c. 51% and 18% more than what? Who measured it?
d. Hub-cap of what? A truck?
e. How many motorists will get an extra season of wear? Extra as compared to what?

PROPAGANDA

Propaganda is a subject of great concern in our society today, perhaps more so than in another society in history. With the advent of television the opportunities to use propaganda in expounding ideas and offering opinions have increased considerably. And, unfortunately, it is far too often the case that propaganda is used to make us accept questionable points-of-view, to make us vote for men who may be unfit for public office, and to make us buy products which are useless and sometimes even dangerous.

The word "propaganda" comes from the Latin phrase "Congregatio de Propaganda Fide," or "Congregation for the Propagation of the Faith," a committee formed early in the Roman Catholic Church, whose function it is to aid the propagation or spread of the church doctrine throughout the world. Propaganda plays a dynamic, positive role in the daily lives of many men. Actors, preachers, teachers, politicians, editors, advertisers, salesmen, reformers, authors, artists, parents -- our friends and even ourselves -- practice the art of persuasion. And each of us, as we attempt to put our ideas across to others, to persuade them to agree with our way of thinking, is, in a sense, acting in the ancient Roman tradition of the word: we are all missionaries for our causes.

Propaganda, as we know it today, can be a nefarious as well as a noble art. For at one moment its techniques can be used to whip up racial hatred among groups of people; at another moment, its methods can be employed to move persons to acts of warmth and kindness. It is important, therefore, that we consider a person's motive for using a propaganda technique, as well as understanding that a technique has been used.

Often the ideas or facts we wish to convey are linked with words about which everyone has some emotional feeling -- words such as "mother," "home," "beauty," "love," or "cruelty," "murder," or "death" -- since both hostile and loving emotions are a part of us all. But just as there is a place for emotional feeling in men so also there is a place for more dispassionate thinking. In a democratic society it is the role of every citizen to make decisions after evaluating many ideas. It is especially important then that a citizen be able to think clearly about the ideas that are daily presented to him. It is imperative that he be able to analyze and distinguish between the emotional aura surrounding the ideas, and the actual content of the idea.

A number of cautions need to be observed as one gains a better understanding of propaganda techniques. Many times defects in argument occur innocently. This is particularly true in discussions involving families, associates and close friends. Although it is hoped that your awareness of the principles and practices of propaganda will be employed in your everyday approach to problem analysis, it is recommended that you "go slow" in correcting others. No one likes to be branded publicly as an illogical fool. Also, just because a labeled technique can be attached to an argument, that argument is not necessarily invalid. It is our aim to become aware of the emotional overtones in all arguments and suggestions, and thus gain more thoughtful control over responses to the multitude of ideas encountered daily.

TECHNIQUES OF PROPAGANDA

TECHNIQUES OF SELF-DECEPTION

PREJUDICE -- "Can anything good come out of Russia?"

DRAWING THE LINE -- "Either you're telling the truth or you're lying."

NOT DRAWING THE LINE -- "If we're allowed to stay out til 2 a.m. why not 3 or 4?"

CONSERVATISM, RADICALISM

RATIONALIZATION -- The student having failed the test, blames his failure on the classroom's being so hot that he couldn't think.

WISHFUL THINKING -- Something should be true because you want it to be.

TABLOID THINKING -- "Evolution is the apeman theory -- you know." (Putting things in a nutshell)

CASUAL OVERSIMPLIFICATION -- "If it were not for the ammunition makers, we would never have wars."

INCONCEIVABILITY -- "Since his team has never won, I just can't picture them winning."

TECHNIQUES OF LANGUAGE

EMOTIONAL TERMS -- "If you ignorant fools would only shut your traps a while and let me....."

METAPHOR AND SIMILE -- Metaphor -- "Napoleon was a fox." Simile -- "Napoleon was like a fox"

EMPHASIS -- When "We should not speak ill of our friends" is quoted, the original meaning changes if any of the following underlined words is emphasized: "We should not speak ill of our friends." Emphasizing "we" suggests that we should not, but others may.

QUOTATION OUT OF CONTEXT -- Some quote the Bible as saying ".....money is the root of all evil" but leaves out the preceding words, "The love of....."

ABSTRACT TERMS -- the use of terms without full knowledge or the ability to make concrete distinctions. -- "neurosis"

VAGUENESS -- "They....."

Techniques of Propaganda

TECHNIQUES OF IRRELEVANCE

APPEARANCE -- A floor wax nationally advertised on television is shown in the commercial being applied to a floor with the immediate result of a brilliant luster. The viewer does not know that the floor has been buffed and polished for days, and then dust-coated just before the wax was applied in the commercial.

MANNER -- A person's manner of behaving is made the basis of our acceptance or rejection of him without a thought that his manner may be a deception.

DEGREES AND TITLES -- Phd. -- D.D.S. -- M.A., etc. "With all those degrees, he must know his stuff."

NUMBERS -- "One million more sold this year than last."

STATUS -- Persons or objects for which we have a strong respect -- or have some degree of fame -- are introduced as endorsing that which we are asked to buy or believe. (movie stars)

REPETITION -- "Get up with GET UP. GET UP's got get up. Got it? Get it? Get GET UP."

SLOGANS -- WHEATIES, THE BREAKFAST OF CHAMPIONS BETTER BUY BIRDS-EYE

TECHNICAL JARGON -- "This hand lotion contains silicons."

MAXIMS AND SAYINGS -- To close an argument something is quoted -- "Well, where there's smoke there's fire."

TECHNIQUES OF EXPLOITATION

APPEAL TO PITY -- "I know I deserve an "F" but my father is in the hospital and it will just kill him."

APPEAL TO FLATTERY -- Salesman to young housewife -- "Is your mother home?"

APPEAL TO RIDICULE -- An attempt is made to influence us to accept a certain proposition by poking fun at those who oppose us.

APPEAL TO PRESTIGE -- "Live in exclusive Broadmoor Terraces, where successful people live."

APPEAL TO PREJUDICE -- The one who makes the appeal attempts to persuade you to act or feel in a certain way be associating his product, proposal or himself with one or more of your prejudices.

Techniques of Propaganda

TECHNIQUES OF EXPLOITATION

BARGAIN APPEAL --

FOLKSY APPEAL -- Back-slapping nicknames

JOIN THE BANDWAGON APPEAL -- "Vote for a winner."

APPEAL TO PRACTICAL CONSEQUENCES -- "If the Republicans win, this factory will be forced to close."

FROM THE ACCEPTABLE TO THE DUBIOUS -- "The boys in the service want letters more than gifts. Write frequently because some letters may be lost. Buy and write on Barton's Victory Stationery." --- The listener is expected to accept the merchandise on the basis of the first part of the ad.

TECHNIQUES OF FORM

CONCURRENCY -- "Who was President at the time of World War I? Wilson, a Democrat. Who was President at the time of World War II? Roosevelt, a Democrat....."

SELECTED INSTANCES -- Someone says, "All Professors are conceited." When asked to prove this he replies, "Well, how about Professor Smith, and Jones and Blaine." He deliberately leaves out those he knows are a model of humility.

HASTY GENERALIZATION -- After observing 5 bad women drivers it is declared that all women are bad drivers. (A1, A2, A3 are B; therefore all A is B)

FAULTY ANALOGY -- "Last quarter I had a student by the name of Orzymski who did good work. This quarter I have another student by that name, and I'm expecting good work from him."

COMPOSITION -- "He's a nice boy. She's a nice girl. They should make a nice couple."

DIVISION -- "How can you criticize one of these when you know how well thought of the whole group is."

Techniques of Propaganda

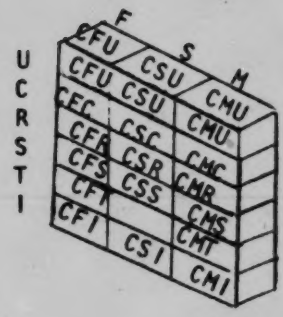
TECHNIQUES OF MANEUVER

DIVERSION -- Get the person off the subject.

DISPROVING A MINOR POINT -- When you have two or more pieces of evidence to support your argument -- your opponent takes one of the less important of your evidence and discredits that thereby discrediting all of your argument.

APPEAL TO IGNORANCE -- Something is said to be true or untrue because it can't be proved -- such as questions about religion

LEADING QUESTION -- (1) "It was early in the morning, wasn't it?"
(2) "Since when have you stopped drinking?"
(1) dictates or suggests an answer -- (2) incriminates the answer.



Concept Cognition

Curricular Objective

1.18 The students will be able to solve problems through application of logical reasoning.

Input

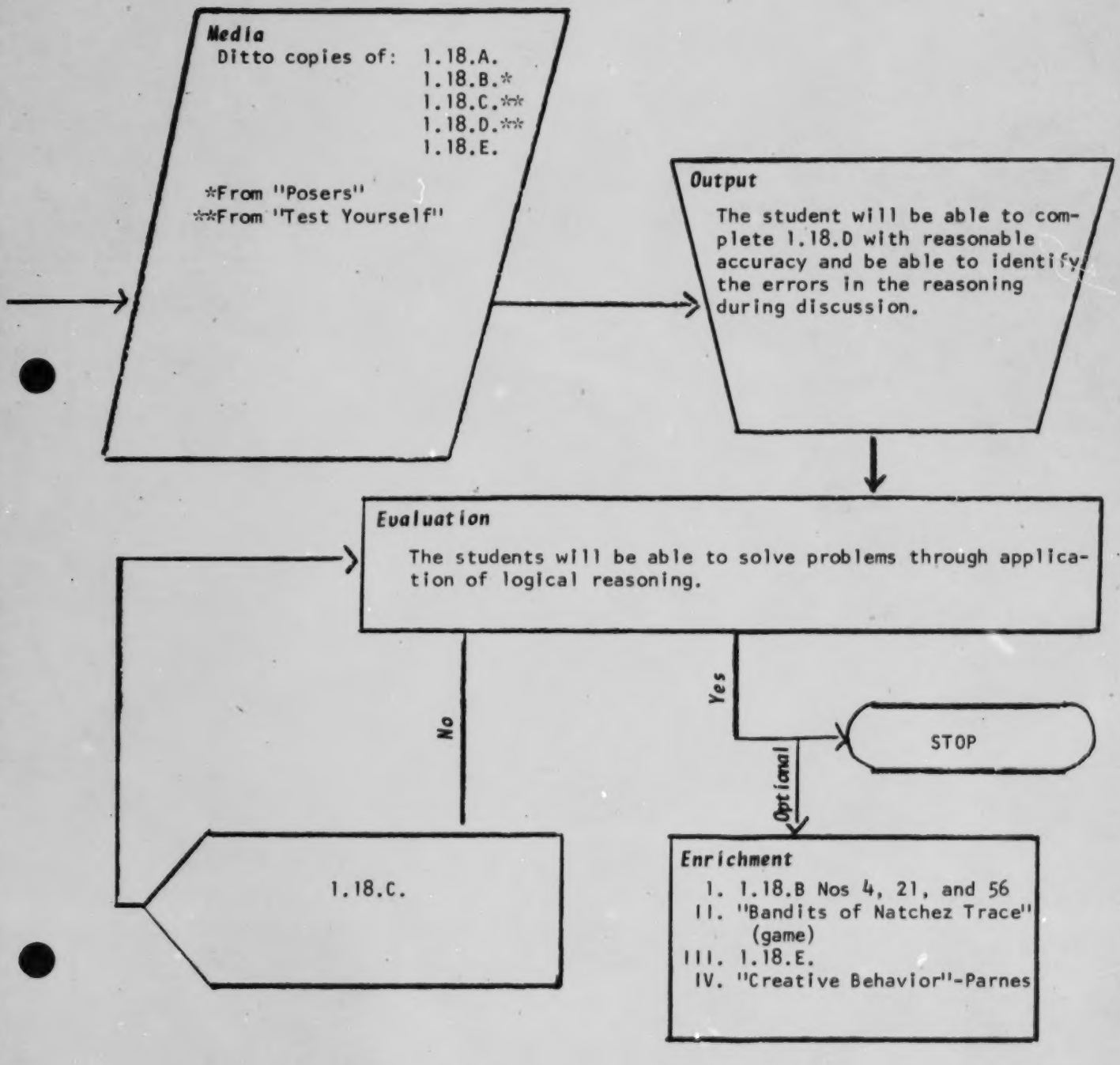
Discuss logic vs. emotional reactions. How do illogical deductions cause harm through costly mistakes, rumors, etc.

Learning Opportunities

I. Distribute copies of 1.18.A.
   A. Give time for students to read through and work part way on their own.
   B. Ask students how they would set up the problem. When it is established that starting with the Nos. 1-6 is the best pattern, write this on the board.
   (See Answer 1.18.A.)
   C. Ask individuals for one fact each. Make sure they support their deduction. Work through to final conclusion.
   D. Students may go on to who commited what crime.

II. Distribute copies of 1.18.B. (2 pages)
   A. Work together on Nos. 1, 2, 3, 30, and 53. Save the other "Posers" for enrichment.

III. Try to find time for discussion of 1.18.D. when the "output" activity is finished.


Media
Ditto copies of: 1.18.A.
1.18.B.*
1.18.C.**
1.18.D.**
1.18.E.
*From "Posers"
**From "Test Yourself"
Output
The student will be able to complete 1.18.D with reasonable accuracy and be able to identify the errors in the reasoning during discussion.
Evaluation
The students will be able to solve problems through application of logical reasoning.
Yes
No
STOP
Optional
1.18.C.
Enrichment
I. 1.18.B Nos 4, 21, and 56
II. "Bandits of Natchez Trace" (game)
III. 1.18.E.
IV. "Creative Behavior"-Parnes

MINI-MYSTERY

Suppose there were six men in six prison cells. The cells are next to each other - numbered 1 through 6. The men are two murderers, a thief, a kidnapper, a blackmailer, and a forger. Their names are Fred, Joe, Lou, Max, Ronnie, and Barney.

The cells of the two murderers are next to each other. The two murderers do not have the same number of letters in their first names. One of the murderers is 26.

Fred, who is in cell 2, is between the kidnapper and Lou. The kidnapper and the man in cell 3 are the only ones under 30.

The man in cell 4 never has any visitors. Max's girl friend and Barney's wife visit them a lot.

The forger is a model prisoner. He will probably be let out before his sentence is up. Barney is always fighting.

Ronnie's cell is between the forger's and cell 4. Both Ronnie and the thief have 3 more years to serve.

Now can you tell which man is in which cell?

POSERS

1. A man who wears either blue or brown socks keeps them all in the same drawer in a state of complete disorder. In total there are 20 blue and 20 brown socks in the drawer.

   Assuming that there is insufficient light for the man to see the color of the socks, how many must he take out of the drawer to be sure that he has a matching pair?

2. A chemist had been working on discovering a liquid in which all substances will dissolve. One day he announced that he had a bottle full of the desired liquid. What's wrong with his claim?

3. Two cars start out together and continue to move in the same direction. One of them never exceeds the speed limit, which is 40 miles per hour. The second car never gets ahead of the first car, yet the driver of the second car legitimately gets a ticket for speeding. How can this happen?

4. A game is played in which two players participate. A group of markers (coins, marbles, etc.) is reduced in turn by each player by removing from the group at least 1 but not more than 4 markers. The player who takes the last marker is the winner. Assuming a group of 17 markers, what move would you make if it was your turn and how would you continue to play to win?

5. Three couples must get across a river using a boat which cannot hold more than 2 people. None of the men will allow his wife to be on the same side of the river or in the boat with any other man (or men) unless he also is present. Assuming that both the husbands and wives can row, how do you think the 3 couples get across under the stated conditions?

6. There are 3 men - Arthur, Ben, and Charles - each of whom has 2 occupations from among the following: doctor, engineer, teacher, painter, writer, and lawyer. No two men have the same occupation.

   1. The doctor had lunch with the teacher.
   2. The teacher and writer went fishing with Arthur.
   3. The painter is related to the engineer
   4. The doctor hired the painter to do a job.
   5. Ben lives next door to the writer.
   6. Charles beat Ben and the painter at tennis.

   Which two occupations is each man engaged in?

7. Two men agreed to participate in an unusual horserace. It was agreed that the man whose horse crossed the finish line first would be the loser and the man whose horse crossed the finish line second would be declared the the winner. Naturally, as the contestants approached the finish line, they made their horses go slower and slower until finally they came to a halt, got off their horses and sat down on the side of the road to discuss the situation. Just then a stranger came along who listened to their problem and suggested a course of action. The men immediately jumped on the horses and sped toward the finish line.

   What did the stranger suggest, consistent with the original arrangements, which made the men spring into action?

8. It was definitely established that one of four men committed a crime. Following are the statements made by each of the suspects.

   Abe: Bert did it.

   Bert: Dan did it.

   Charlie: I didn't do it.

   Dan: Bert lied when he said I did it.

   If only one statement is true who is the criminal?

From Posers, ©by Philip Kaplan, Published by Harper & Row, New York and Evanston

"Test Yourself"

DO YOU THINK STRAIGHT?

Directions: Each set of statements is followed by one or more conclusions. You are to assume that the statements are correct. Any conclusion you consider true and logical according to the statements, mark T. Any conclusion you consider not necessarily true according to the statements, mark F. Mark ALL conclusions either T or F.

Example: A. I am taller than John. John is taller than Joe. Therefore:
1. T I am taller than Joe.
2. T Joe is shorter than John.
3. F Joe is taller than I.

1. Elephants are animals. Animals have legs. Therefore:
   1. ___ Elephants have legs.

2. My secretary isn't old enough to vote. My secretary has beautiful hair. Therefore:
   1. ___ My secretary is a girl under 18 years of age.

3. Few stores on this street have neon lights, but they all have awnings. Therefore:
   1. ___ Some have either awnings or neon lights.
   2. ___ Some have both awnings and neon lights.

4. All zublets have 3 eyes. This keptick has 3 eyes. Therefore:
   1. ___ This keptick is the same as a zublet.

5. Potatoes are cheaper than tomatoes. I don't have enough money to buy two pounds of potatoes. Therefore:
   1. ___ I haven't enough money to buy a pound of tomatoes.
   2. ___ I may or may not have enough money to buy a pound of tomatoes.

6. Willie Mays is as good a hitter as Stan Musial. Stan Musial is a better hitter than most. Therefore:
   1. ___ Willie Mays should lead the league.
   2. ___ Stan Musial should lead the league, especially in home runs.
   3. ___ Willie Mays is a better hitter than most.

7. Good musicians play classical music. You have to practice to be a good musician. Therefore:
   1. ___ Classical music requires more practice than jazz.

8. If your child is spoiled, spanking him will make him angry. If he is not spoiled spanking him will make you sorry. But he is either spoiled or not spoiled. Therefore:
   1. ___ Spanking him will either make you sorry or make him angry.
   2. ___ It may not do any good to spank him.

9. Squares are shapes with angles. This shape has no angles. Therefore:
   1. ___ This shape is a circle.
   2. ___ Any conclusion is uncertain.
   3. ___ This shape is not a square.

10. Greenville is northeast of Smithtown. New York is northeast of Smithtown. Therefore:
   1. ___ New York is closer to Greenville than to Smithtown.
   2. ___ Smithtown is southeast of New York.
   3. ___ New York is near Smithtown.

From Test Yourself, Lancers Books, Inc., 1560 Broadway, New York, N. Y. 10036
©1968

11. If green is heavy, red is light. If yellow is light, blue is medium. But green is heavy, or yellow is light. Therefore:
    1. ___ Blue is medium.
    2. ___ Yellow and red are light.
    3. ___ Red is light, or blue is medium.

12. You are in your car, and if you stop short you will be hit by a truck behind you. If you don't stop short, you will hit a woman crossing the road. Therefore:
    1. ___ Pedestrians should keep off the roads.
    2. ___ The truck is going too fast.
    3. ___ You will be hit by the truck, or you will hit the woman.

13. I live between Joe's farm and the city. Joe's farm is between the city and the airport. Therefore:
    1. ___ Joe's farm is nearer to where I live than to the airport.
    2. ___ I live between Joe's farm and the airport.
    3. ___ I live nearer to Joe's farm than to the airport.

14. A wise gambler never takes a chance unless the odds are in his favor. A good gambler never takes a chance unless he has much to gain. This gambler takes a good chance sometimes. Therefore:
    1. ___ He is either a good gambler or a wise one.
    2. ___ He may or may not be a good gambler.
    3. ___ He is neither a good gambler nor a wise one.

15. When B is Y, A is Z, E is either Y or Z, when A is not Z. Therefore:
    1. ___ When B is Y, E is neither Y not Z.
    2. ___ When A is Z, Y or Z is E.
    3. ___ When B is not Y, E is neither Y nor Z.

16. When B is larger than O, X is smaller than C. But C is never larger than B. Therefore:
    1. ___ X is never larger than B.
    2. ___ X is never smaller than B.
    3. ___ X is never smaller than C.

17. As long as red is X, green must be Y. As long as green is not Y, blue must be A. But blue is never Z when red is X. Therefore:
    1. ___ As long as blue is Z, green can be Y.
    2. ___ As long as red is not X, blue need not be Z.
    3. ___ As long as green is not Y, red cannot be X.

18. Indians are sometimes Alaskans. Alaskans are sometimes lawyers. Therefore:
    1. ___ Indians are not necessarily sometimes Alaskan lawyers.
    2. ___ Indians can't be Alaskan lawyers.

19. Going ahead would not mean death without dishonor, but going backward would not mean dishonor without death. Therefore:
    1. ___ Going backward would mean death without dishonor.
    2. ___ Going ahead could mean dishonor without death.
    3. ___ Going ahead could mean death without dishonor.

20. B platoon attacked the enemy and was wiped out, maybe. Smith, a member of B platoon, recovered in base hospital. Therefore:
    1. ___ The rest of B platoon was wiped out.
    2. ___ All of B platoon was wiped out.
    3. ___ All of B platoon was not wiped out.

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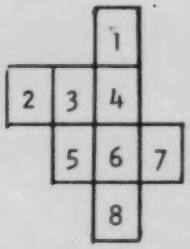
CARDS ON THE TABLE

Eight numbered cards lie face down on a table in the relative positions shown in the diagram below.



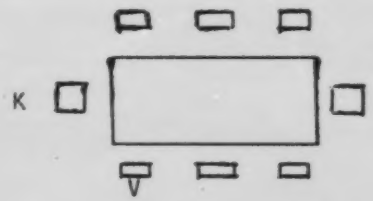
Of the eight cards:

1. There is at least one Queen.
2. Every Queen lies between two Kings.
3. There is at least one King between two Jacks.
4. No Jack borders on a Queen.
5. There is exactly one Ace.
6. No King borders on the Ace.
7. At least one King borders on a King.
8. Each card is either a King, a Queen, a Jack, or an Ace.

Which of the eight numbered cards is the Ace?

THE RECTANGULAR TABLE

Harry and his wife, Harriet, gave a dinner party to which they invited: his brother, Barry and Barry's wife, Barbara; his sister Samantha and Samantha's husband, Samuel; and his neighbor Nathan and Nathan's wife, Natalie. While they were all seated at the table, one person produced a gun and shot another person. The chairs were arranged around the table in the diagram below:



1. The killer sat in the chair marked "K."
2. The victim sat in the chair marked "V."
3. Every man sat opposite his wife.
4. The host was the only man who sat between two women.
5. The host did not sit next to his sister.
6. The hostess did not sit next to the host's brother.
7. The victim was the killer's former spouse.

Which of the eight was the killer?

From - George Summers "New Puzzles
In Logical Deduction"

ANSWER SHEET

1.18.A - MINI-MYSTERY

1.	2.	3.	4.	5.	6.
Barney	Fred	Lou	Joe	Ron	Max
Kidnapper	Murderer	Murderer	Thief	Blackmailer	Forger

1.18.B - POSERS

1. 3 socks - No. 1 and No. 2 may be blue and brown but the third will match one or the other.

2. The bottle would dissolve.

3. The second car lets the first get ahead and speeds to catch up.

4. The man who must move when there are 5 markers left must lose the game because if he removes 1 marker, the other man will take the remaining 4. If he takes 2 the opponent will take the remaining 3, etc. By the same reasoning, the man who moves when there are 10 or 15 markers must lose. Therefore, the correct first move is to take away 2 markers and reduce the pile to 15. Now no matter what your opponent does on his move, you reduce the pile to 10 then to 5 and finally you take the remaining markers.

5. If we designate three men ABC and their wives abc the crossings can be shown in the following diagram:

1.	ABCa ⟶	bc	2
2.	ABCab ⟵	c	1
3.	ABC ⟶	abc	3
4.	ABCa ⟵	[illegible]	2
5.	A a ⟶	BCbc	4
6.	ABab ⟵	Cc	2
7.	ab ⟶	ABC c	4
8.	abc ⟵	ABC	3
9.	a ⟶	ABC bc	5
10.	ab ⟵	ABC c	4
11.	⟶	ABCabc	6

ANSWER SHEET

1.18.B - POSERS

6. From statement 6 Arthur is established as the painter. From statements 2, 3, and 4, Arthur cannot be teacher, writer, engineer, or doctor and is therefore, the lawyer. Arthur is then a painter and a lawyer.

   Now Ben is not a writer from statement 5, so his occupations must be chosen from doctor, teacher, and engineer. From statement 1, the doctor and teacher are two different people, so Ben must be an engineer. He cannot also be a doctor because that would leave teacher and writer for Charles, which statement 2 forbids. Ben must be a teacher.

   Charles is a doctor and a writer.

7. Each got on the other's horse.

8. If you assume Abe is the criminal, Charlie's and Dan's statements are true.

   If you assume Bert is the criminal, Abe's and Dan's statements are true.

   If you assume Dan is the criminal, Bert's and Charlie's statements are true.

   Therefore, Charlie is the criminal, and only Dan's statement is true.

ANSWER SHEET

1.18.C DO YOU THINK STRAIGHT?

1. 1)T

2. 1)F

3. 1)F
   2)T

4. 1)F

5. 1)F
   2)T

6. 1)F
   2)F
   3)T

7. 1)F

8. 1)T
   2)F

9. 1)F
   2)F
   3)T

10. 1)F
    2)F
    3)F

1.18.D

11. 1)F
    2)F
    3)T

12. 1)F
    2)F
    3)T

13. 1)F
    2)F
    3)T

14. 1)F
    2)F
    3)T

15. 1)T
    2)F
    3)F

16. 1)T
    2)F
    3)F

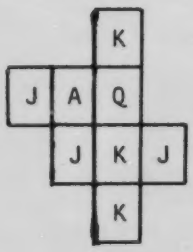
17. 1)F
    2)F
    3)T

18. 1)T
    2)F

19. 1)F
    2)F
    3)F

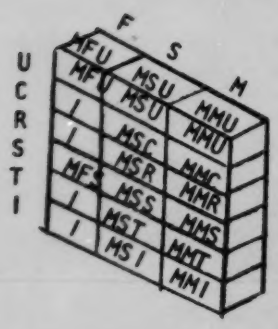
20. 1)F
    2)F
    3)T

1.18.E CARDS ON THE TABLE:



THE RECTANGULAR TABLE:

Harry was killed by Barbara.



Concept Memory

Curricular Objective

2.1 The students will be able to recall and name a majority of given objects in a given time.

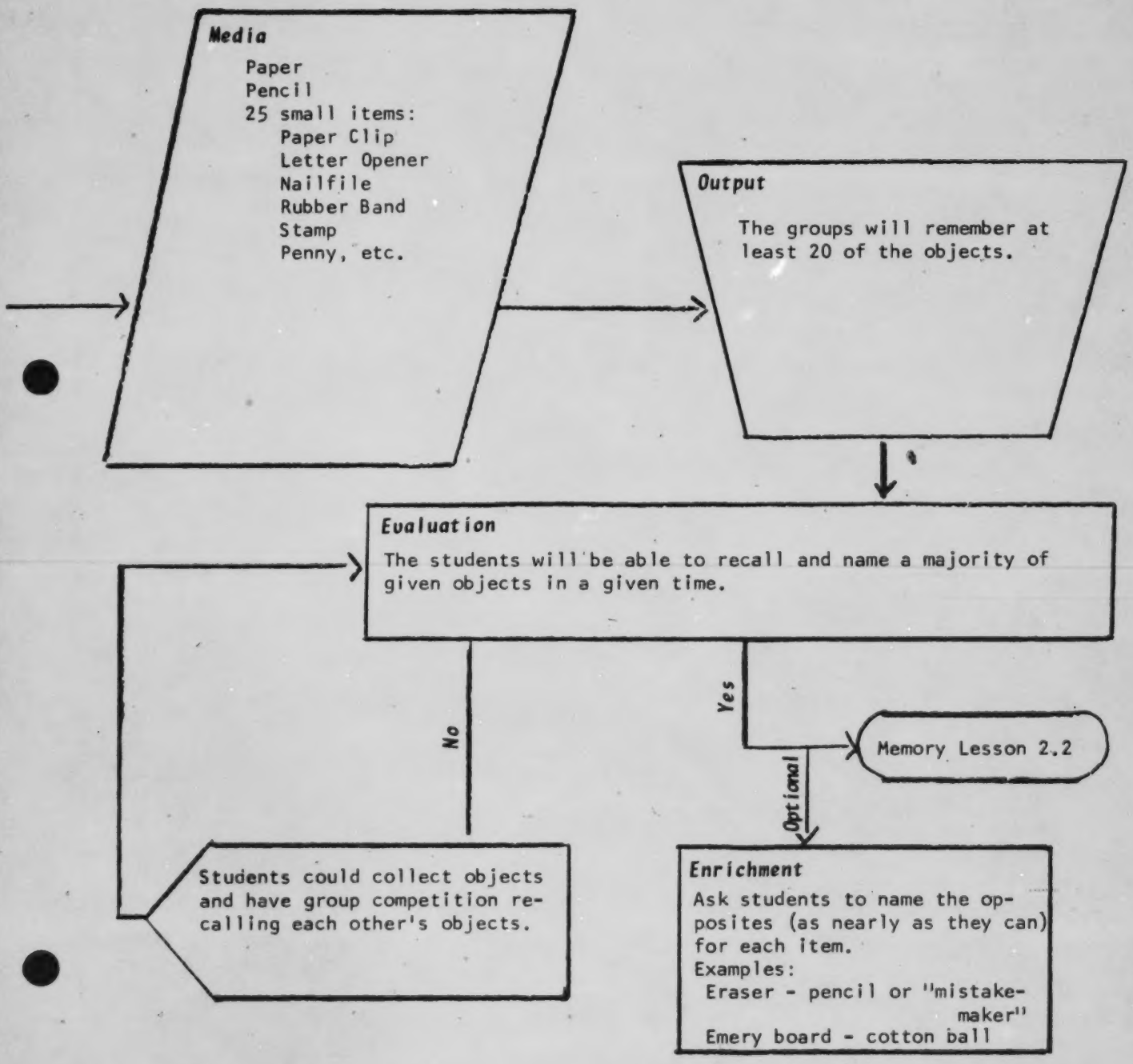
Input

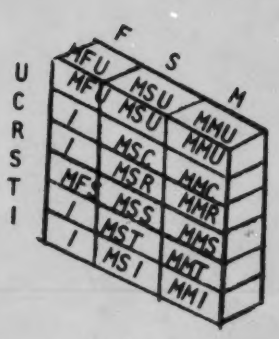
None

Learning Opportunities

I. Arrange 25 common objects on a table (Include some that are uncommon like a drapery weight, etc.) The objects should be related in some way such as 5 or 6 cosmetic items, 5 or 6 desk items, etc. Include 2 or 3 classes of objects.
   A. Divide class into groups of 5-7.
      1. Each group should have 2 minutes to look at the objects and 5 minutes to recall them on paper.
      2. The objects should not be handled or discussed during the 2 minute period.

II. Discussion should not only center around how many items were remembered but how the group worked together.
   A. The main idea was to divide the total number of objects so each had only a few to remember.
   B. The total number should have been noted.
   C. Did anyone categorize?


Media
Paper
Pencil
25 small items:
Paper Clip
Letter Opener
Nailfile
Rubber Band
Stamp
Penny, etc.
Output
The groups will remember at least 20 of the objects.
Evaluation
The students will be able to recall and name a majority of given objects in a given time.
Yes
No
Optional
Memory Lesson 2.2
Students could collect objects and have group competition recalling each other's objects.
Enrichment
Ask students to name the opposites (as nearly as they can) for each item.
Examples:
Eraser - pencil or "mistake-maker"
Emery board - cotton ball



Concept Memory

Curricular Objective

2.2 The students will recall and select geometric figural information. They will then discuss methods of memorization.

Input

Memory Lesson 2.1
Write the following on the board:

1. Rote
2. Auditory vs. visual
3. Association
4. Summarizing - outlining
5. Working with others
6. Time of day
7. Place
8. Other aids*

Learning Opportunities

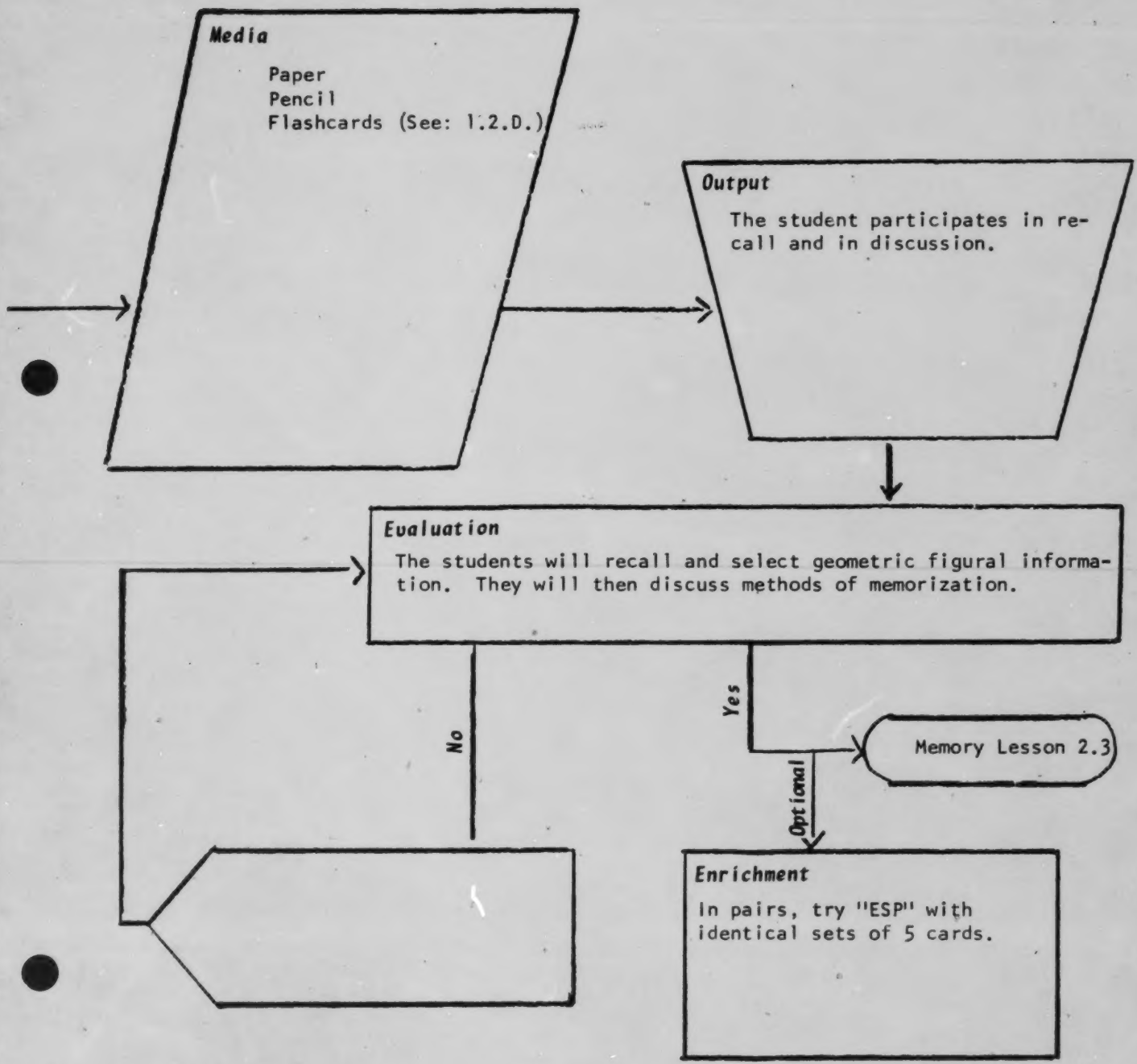
I. With no instruction, show a group of 5 geometric cards, for approximately 5 seconds apiece. (See: 1.2.D.)
   A. Mix cards back with 5 others.
   B. Show all 10, one at a time, and ask students to write down the number of the 5 they had seen.
   C. Discuss their feelings about lack of prior instruction and not knowing how many cards were to be shown.

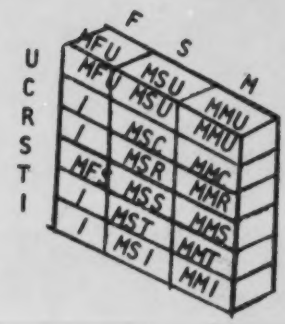
II. Repeat about using 3 out 12 cards, 6 out of 15, etc.

III. Show one card for 5 seconds.
   A. Ask students to reproduce it.

IV. Show 4 cards (one at a time) and ask students to reproduce the second one.

*V. Discuss the methods of memorization written on the board.
   A. What have they used through this lesson and what do they use with other school work?


Media
Paper
Pencil
Flashcards (See: 1.2.D.)
Output
The student participates in recall and in discussion.
Evaluation
The students will recall and select geometric figural information. They will then discuss methods of memorization.
Yes
No
Memory Lesson 2.3
Optional
Enrichment
In pairs, try "ESP" with identical sets of 5 cards.



Concept Memory

Curricular Objective

2.3 The students will be able to select the correct figures based on correct recall of previously studied figures.

Input

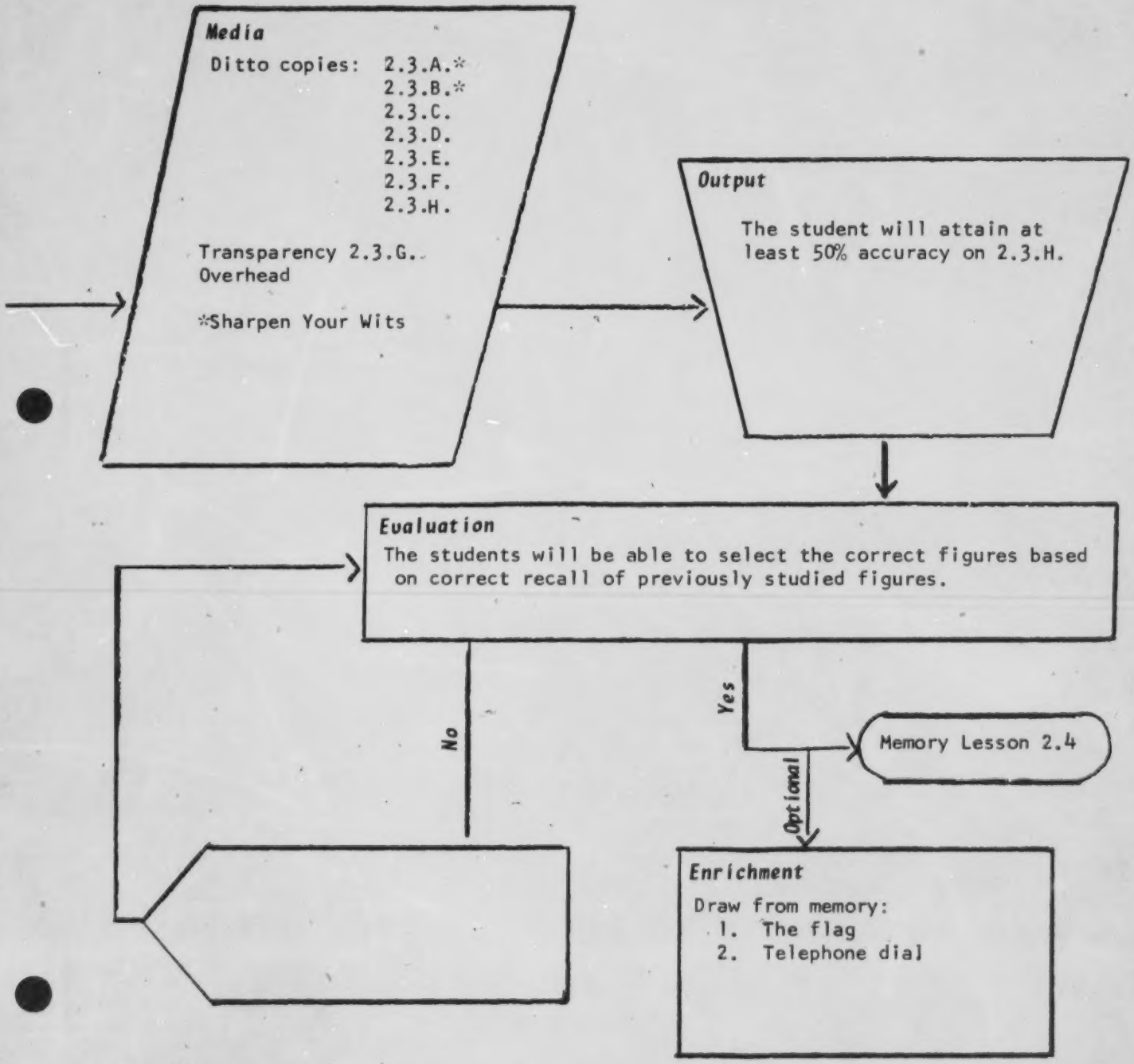
Memory Lesson 2.1
2.2

Learning Opportunities

I. Distribute copies of 2.3.A. Read directions and give students about 5 to 6 minutes to study figures.
   A. Distribute copies of 2.3.B. Check answers after most are finished.
      1. Discuss the fact that it would have been easier if students knew what characteristics to look for.
      2. Ask what students <u>thought</u> they should remember.

II. Distribute copies of 2.3.C., 2.3.D., 2.3.E., and 2.3.F. Tell students to put 2.3.E. and 2.3.F. aside.
   A. Read and follow directions.
   B. Check answers and discuss individual methods of memorization.
   C. Continue with 2.3.D., 2.3.E., and 2.3.F.

III. Show bottom half of transparency. (See: 2.3.G.)
   A. Turn off overhead and distribute copies of 2.3.H.
   B. Collect and correct. (See Output)


Media
Ditto copies: 2.3.A.*
2.3.B.*
2.3.C.
2.3.D.
2.3.E.
2.3.F.
2.3.H.
Transparency 2.3.G.
Overhead
*Sharpen Your Wits
Output
The student will attain at least 50% accuracy on 2.3.H.
Evaluation
The students will be able to select the correct figures based on correct recall of previously studied figures.
Yes
No
Memory Lesson 2.4
Optional
Enrichment
Draw from memory:
1. The flag
2. Telephone dial

SHARPEN YOUR WITS

Memory for Personal Characteristics

Study these six cartoon portraits for a few minutes until you think you will be able to remember what you have seen in detail.

From Sharpen Your Wits, Gerold Mosler, Doubleday Co. Inc., New York, N. Y.
© 1971

SHARPEN YOUR WITS

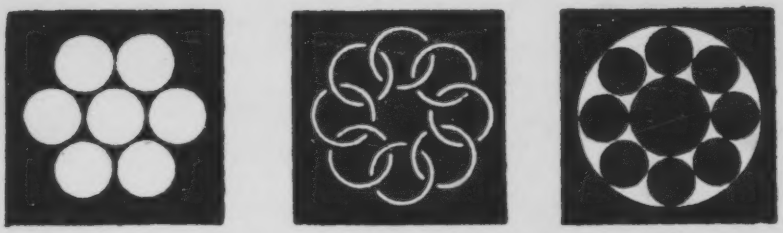
Here's the same group - in the same order. However, an area that had been BLACK is now WHITE. How many of such areas can you remember? Par: 4

From Sharpen Your Wits, Gerold Mosler, Doubleday Co., Inc., New York, N. Y.
©1971

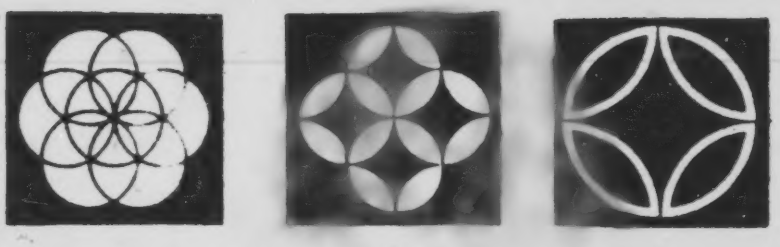
MEMORY TEST

There are 21 designs on the first two pages. To do this test, you need to watch. Study these designs for exactly three minutes. Put these pages away and then turn to pages 3 and 4. You will find another 21 designs on these two pages. The question is: Which of the designs on the first two pages are exactly duplicated on the next two pages? If you recognize a design, check it. If you are sure that a specific design does not appear, mark it with an X.

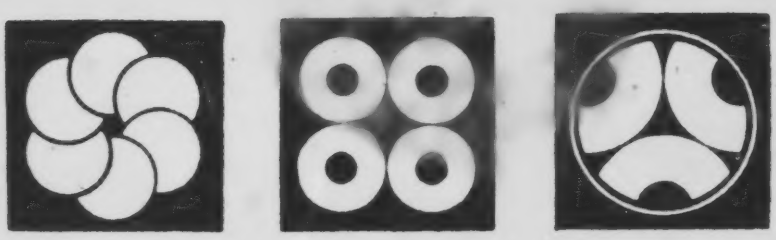
Two points for each design correctly marked and lose one point for each mistake.



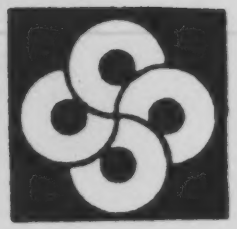
1 2 3



4 5 6



7 8 9



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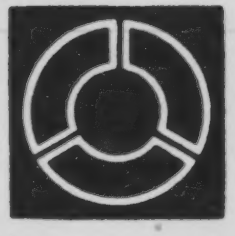

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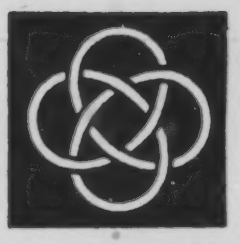

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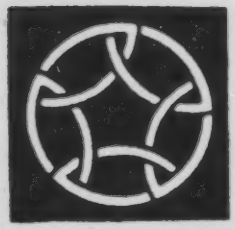

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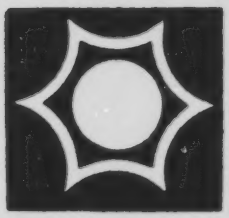

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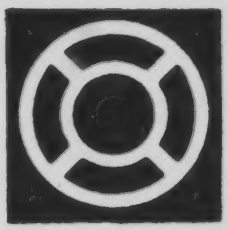

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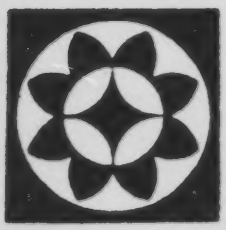

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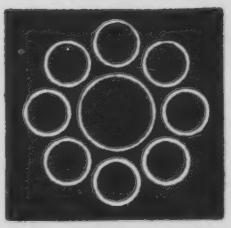

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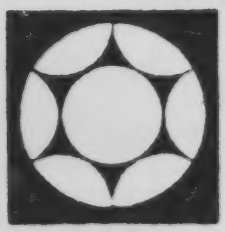

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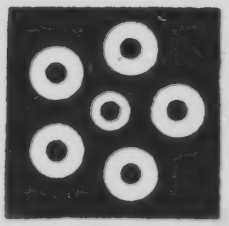

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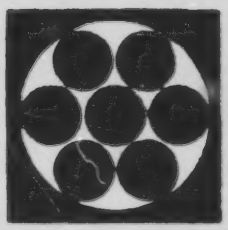

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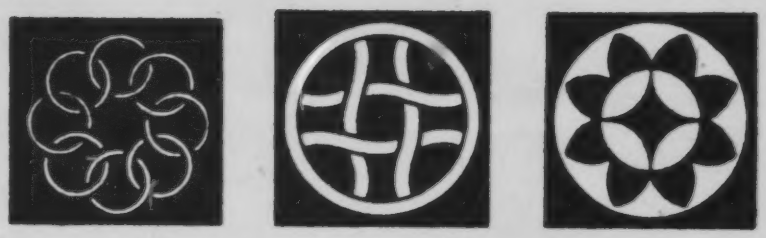

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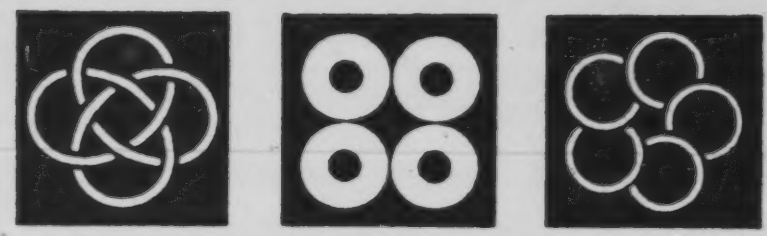
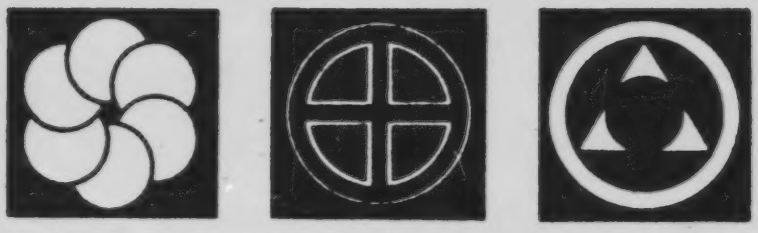


4 5 6



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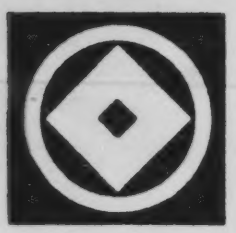

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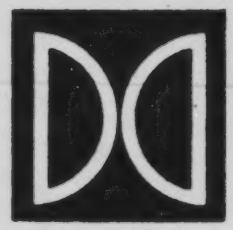

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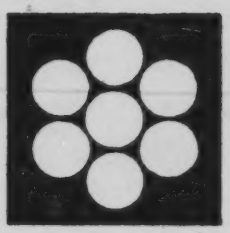

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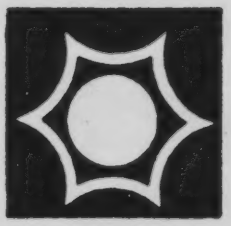

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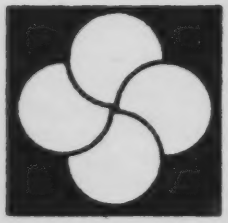

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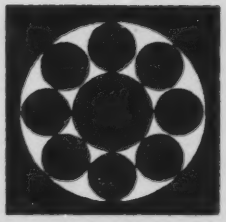

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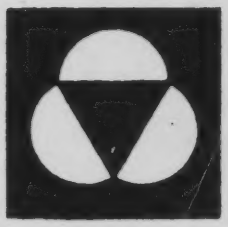

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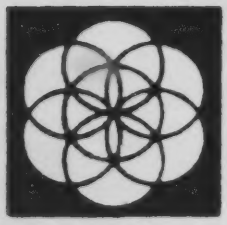

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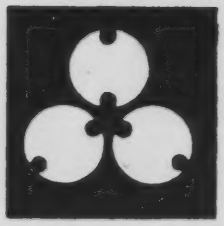

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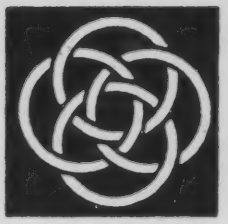
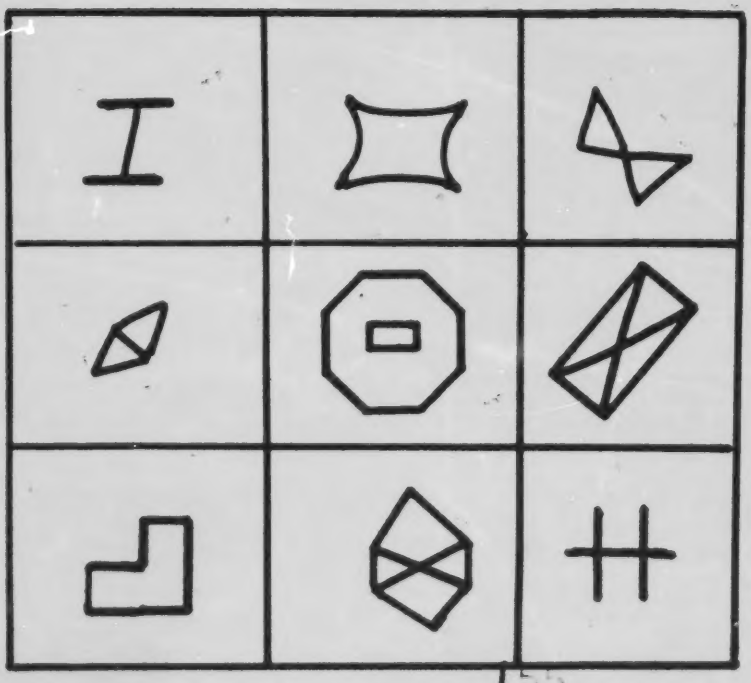


21

Memory for Logical Arrangements

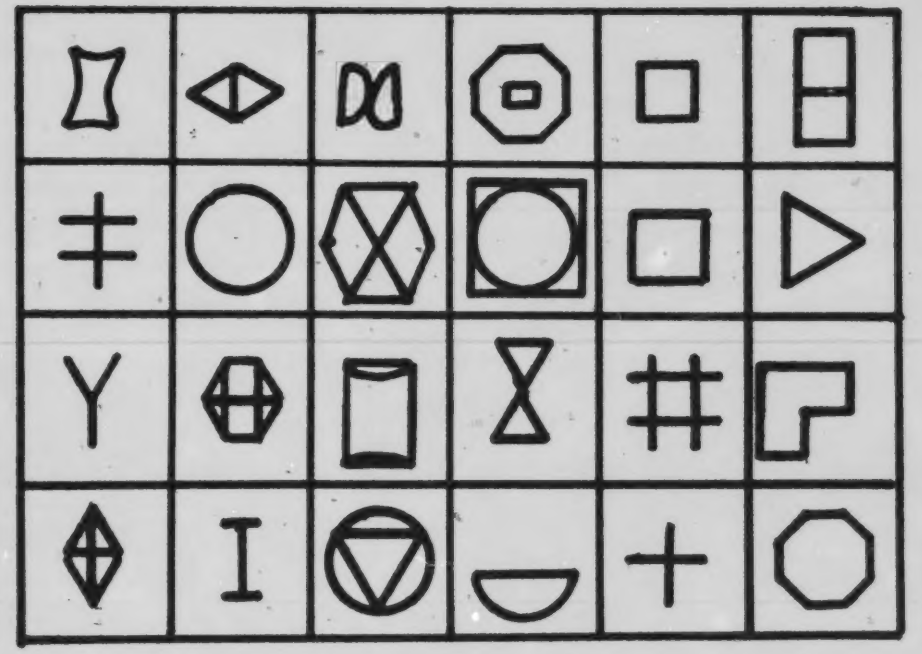
M	P	S
N	Q	T
O	R	U

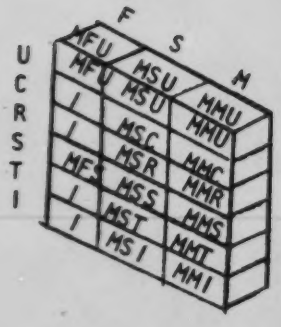
Memory for Shapes



Try to pick out the figures you saw on the transparency.

Some may appear in different positions.





Concept Memory

Curricular Objective

2.4 The students will recall figural objects based on the previously given relationship.

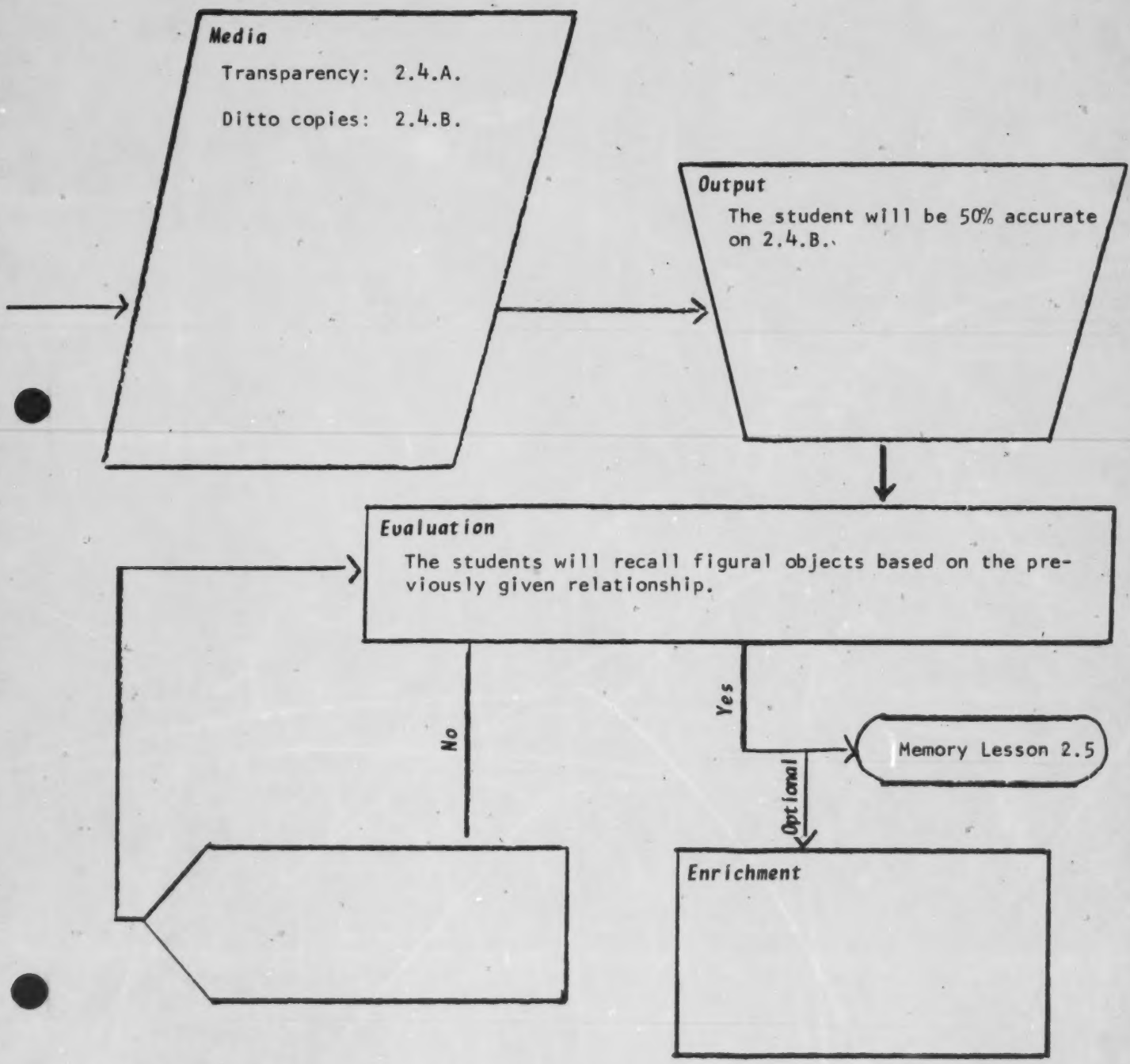
Input

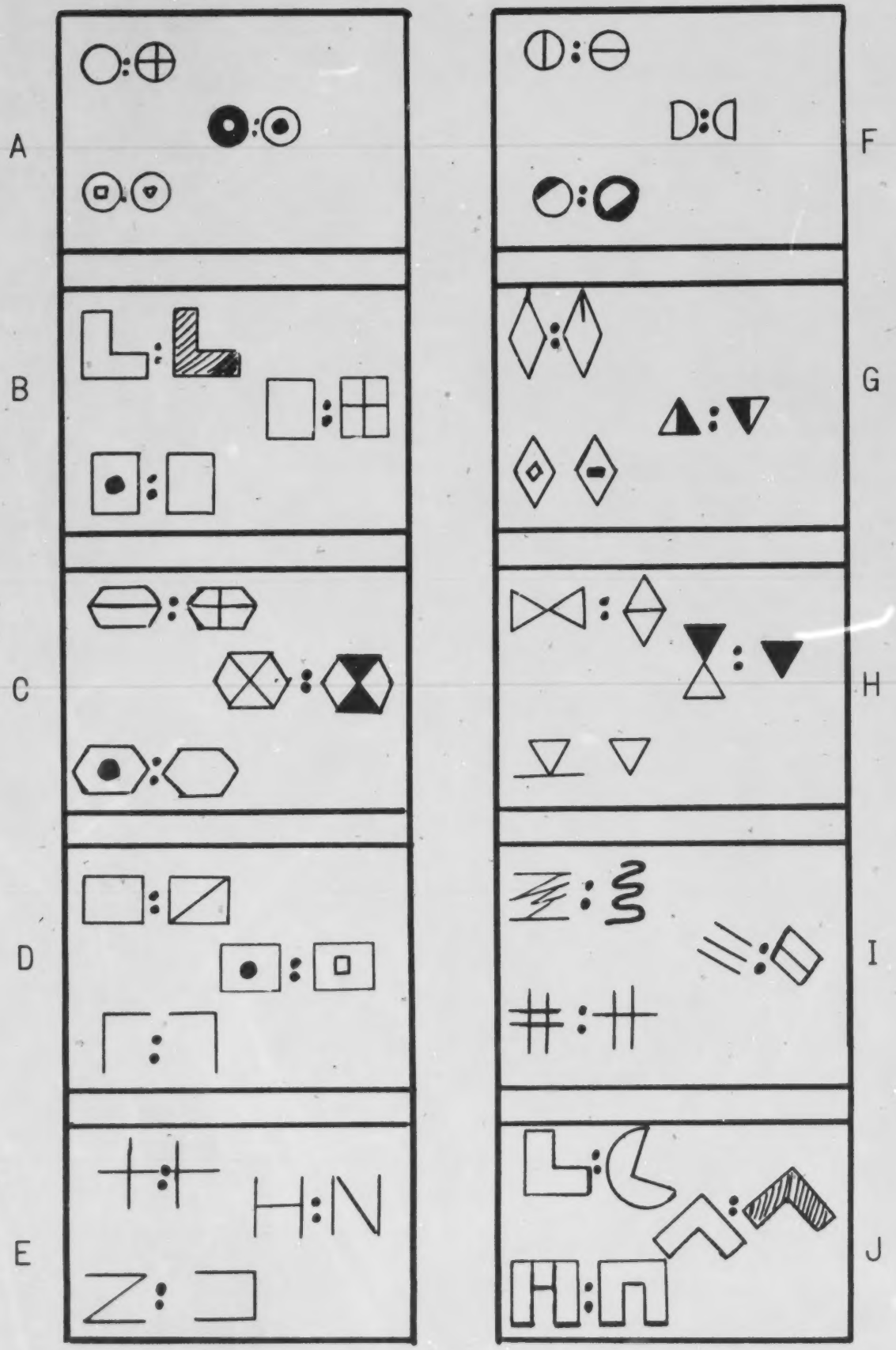
Memory Lessons: 2.2
2.3

Learning Opportunities

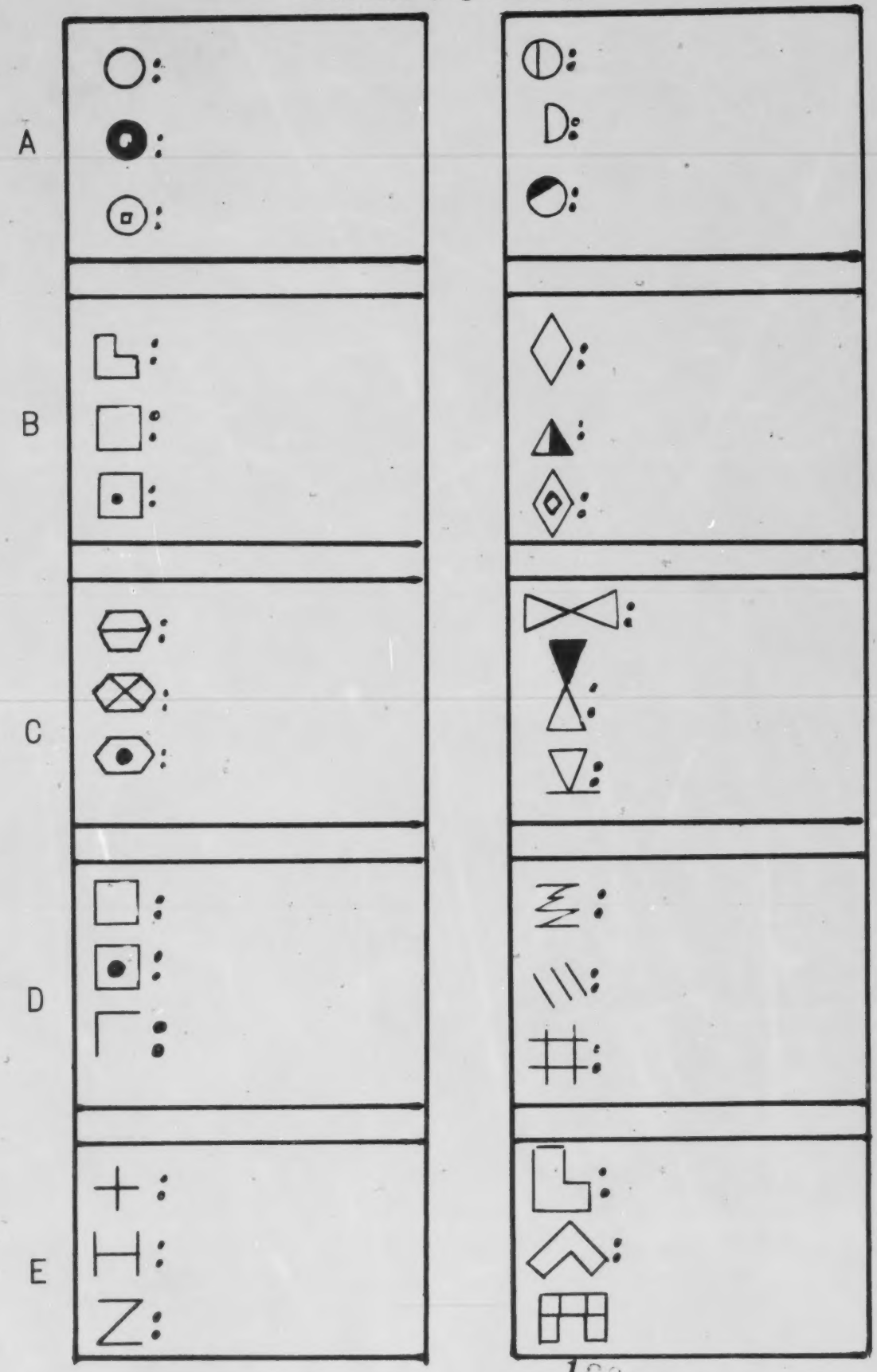
I. Show transparency of "Figure Study Page" (See: 2.4.A.) for several minutes.
   A. Point out a few relationships - one figure to another and within each group of six.
   B. Ask for student observation of relations on 1 or 2 sets of 6.

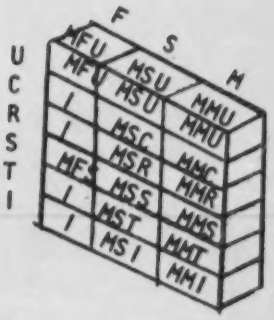
II. Distribute copies of 2.4.B. and fill in missing relationship.


Media
Transparency: 2.4.A.
Ditto copies: 2.4.B.
Output
The student will be 50% accurate on 2.4.B..
Evaluation
The students will recall figural objects based on the previously given relationship.
Yes
No
Memory Lesson 2.5
Optional
Enrichment


A
B
C
D
E
F
G
H
I
J

TEST PAGE (Figure Study)





Concept Memory

Curricular Objective

2.5 The students will be able to recall the spatial order or placement of figural information.

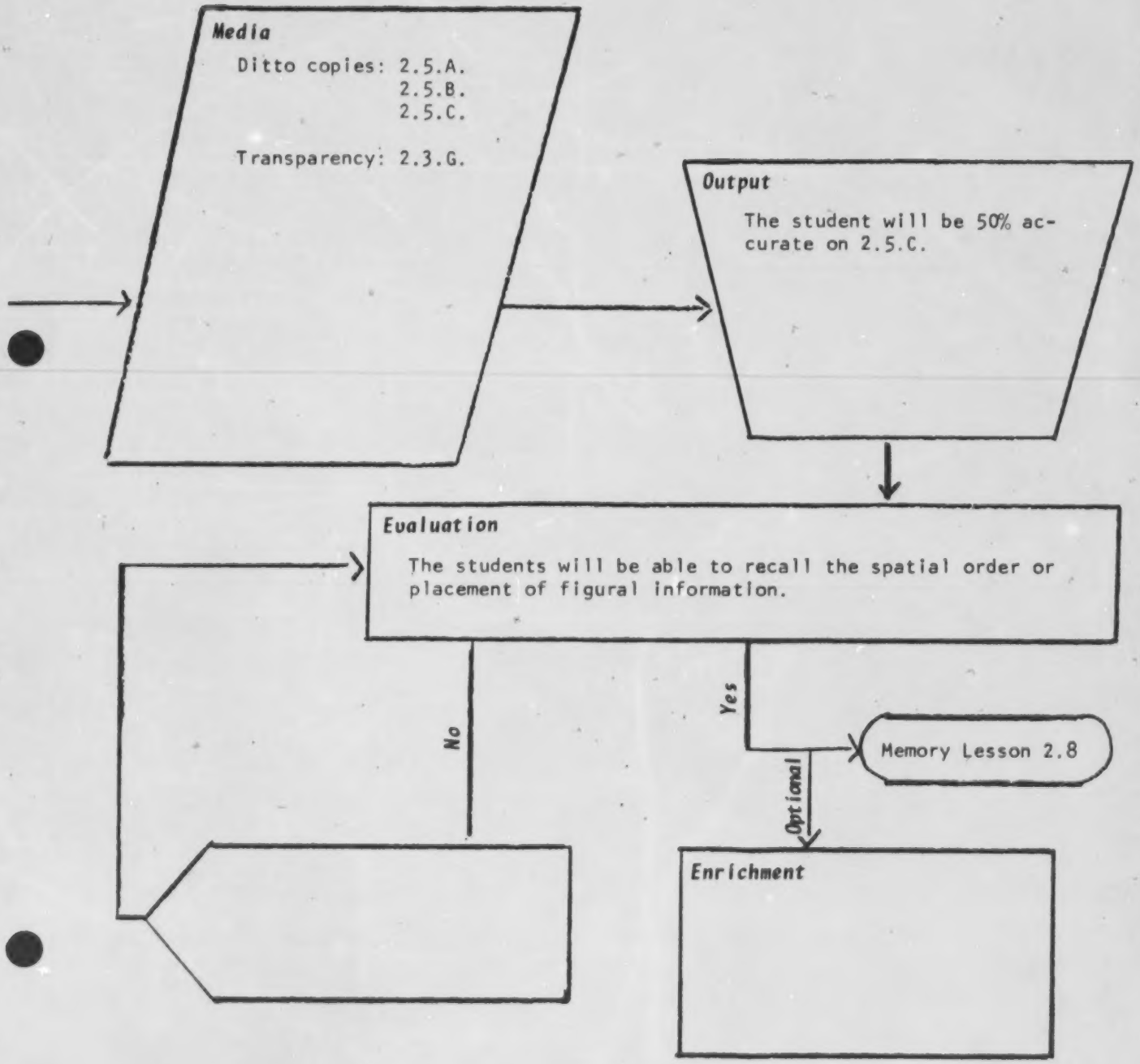
Input

Lessons: 2.1
2.3
2.4

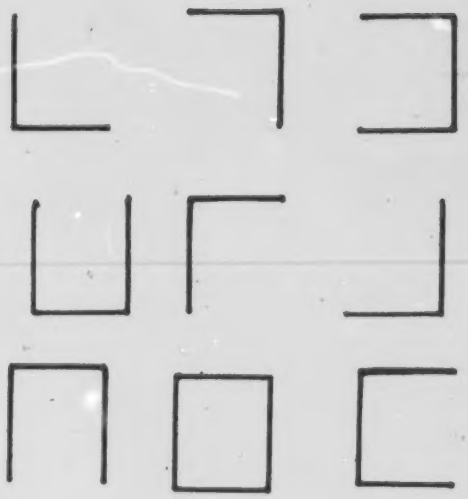
Learning Opportunities

I. Show transparency (See: 2.3.G.) top section.
   A. Turn off overhead and distribute copies of 2.5.A.
   B. Correct answers and discuss the difference between just remembering isolated figures as opposed to figures presented in a particular order.

II. Distribute copies of 2.5.B. and 2.5.C. (Set aside 2.5.C.)
   A. Read and follow directions.
   B. Students may work at their own pace and correct their own work.

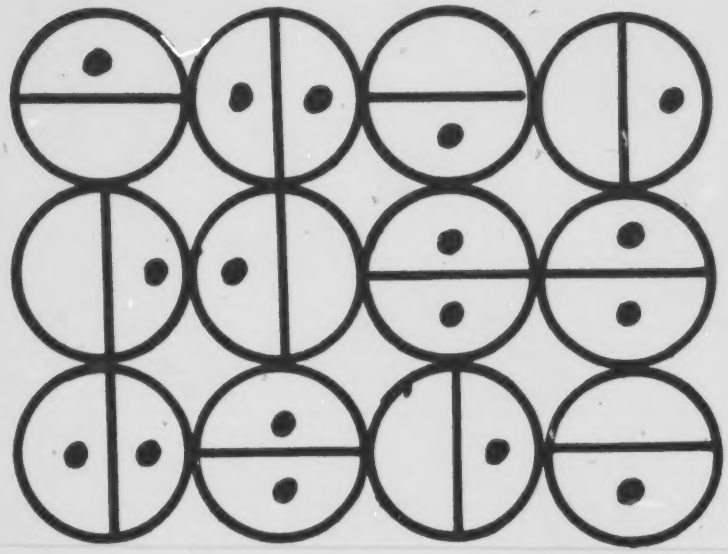

Media
Ditto copies: 2.5.A.
2.5.B.
2.5.C.
Transparency: 2.3.G.
Output
The student will be 50% accurate on 2.5.C.
Evaluation
The students will be able to recall the spatial order or placement of figural information.
No
Yes
Memory Lesson 2.8
Optional
Enrichment

Here you see various parts of the transparent diagram. Try to put the letters into corresponding diagram parts (1 point for each letter)



Memory

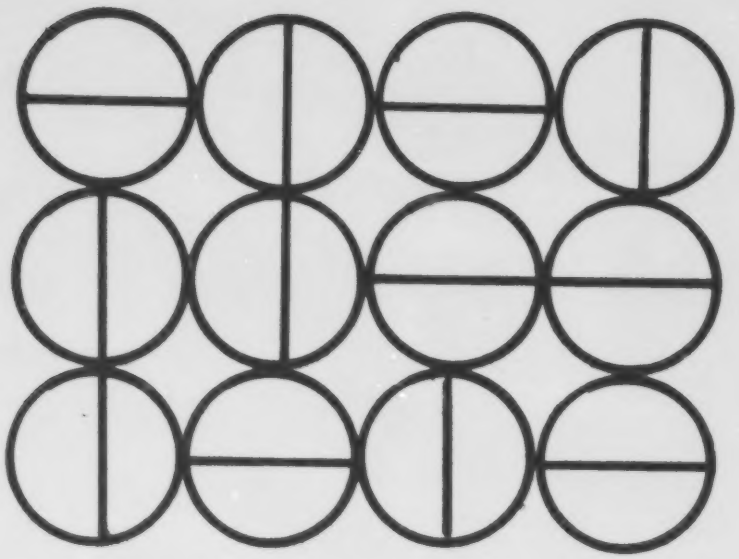
Look at these symbols as long as you need to remember their arrangement then try to reproduce the design on the next page.



Look at the flowers for as long as it takes to remember their arrangement. Then turn to the next page.

From Sharpen Your Wits, Gerold Mosler, ©Doubleday Co. Inc., New York, N. Y. ©1971

Answers for "Memory"



(par: twelve dots placed correctly)

Which of the flowers correspond to the flowers on the memory page?

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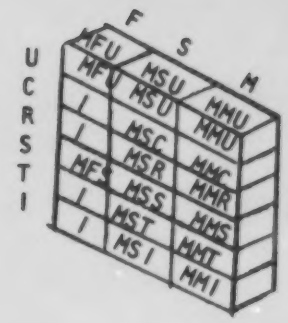


Concept Memory

Curricular Objective

2.6 The students will be able to recall auditory complexes of melody.

Input

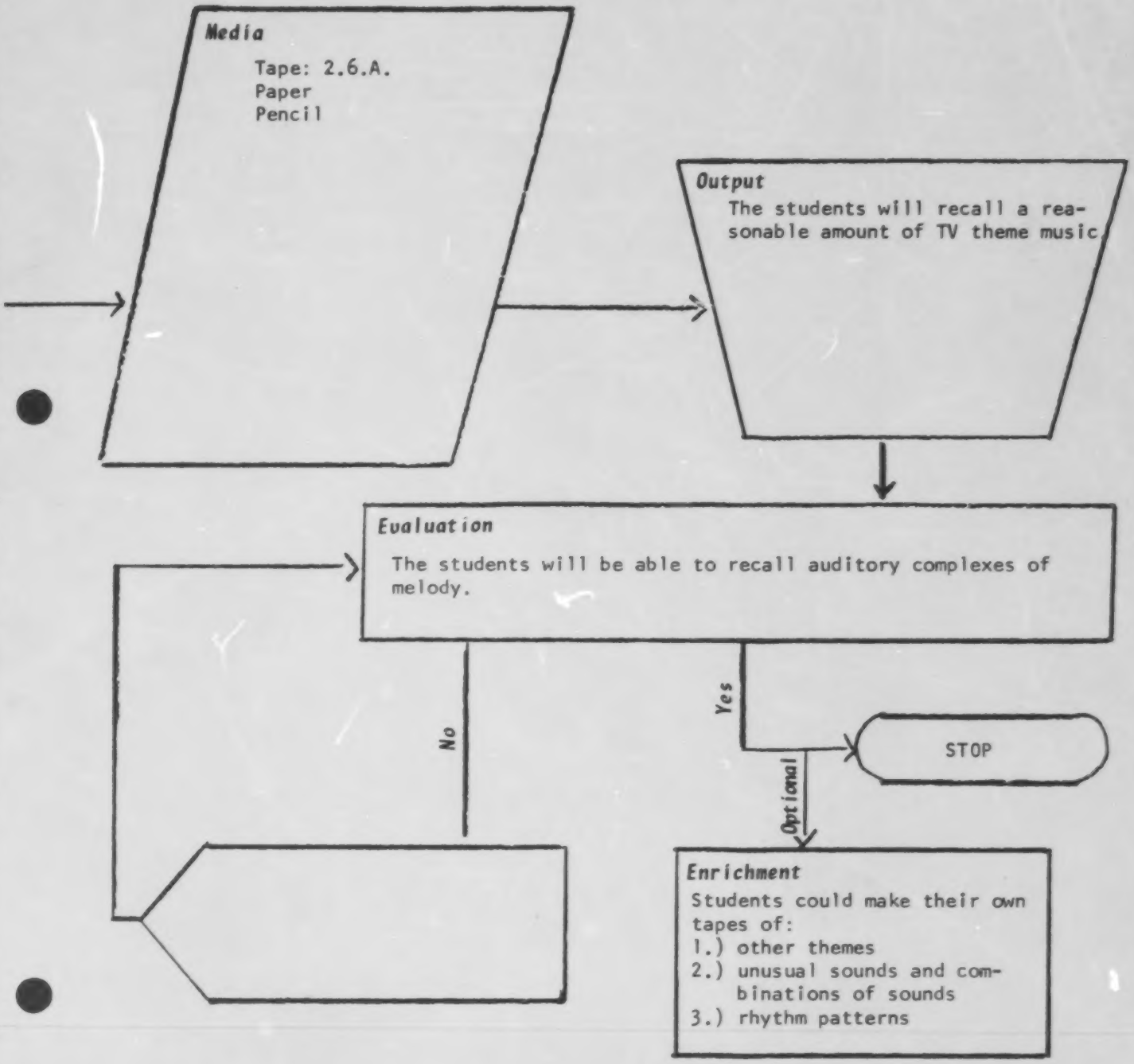
Lessons: 2.1
2.3
2.4
2.5

Tell students they are going to have a lesson in something that is very rarely presented in a classroom situation but is used by all of us everyday.

Witness: People who flock from different parts of the house when they hear certain TV theme music.

Learning Opportunities

1. Play tape of theme music from TV programs (See: 2.6.A.) twice through, if necessary.
   A. Ask students to number papers and write answers.
   B. Discuss "association" in the process of recalling.


Media
Tape: 2.6.A.
Paper
Pencil
Output
The students will recall a reasonable amount of TV theme music.
Evaluation
The students will be able to recall auditory complexes of melody.
Yes
No
STOP
Optional
Enrichment
Students could make their own tapes of:
1.) other themes
2.) unusual sounds and combinations of sounds
3.) rhythm patterns

ANSWERS TO TAPE 2.6.A.

1. "The Swan" from Swam Lake
2. "The Grinder"
3. Doris Day show
4. Temperatures Rising
5. Alfred Hitchcock
6. Perry Mason
7. Bill Cosby
8. Marcus Welby

Concept Memory

Curricular Objective

2.7 The students will be able to remember symbolic information in order.

Input

Lesson: 2.2

Discuss again the methods of memorization.

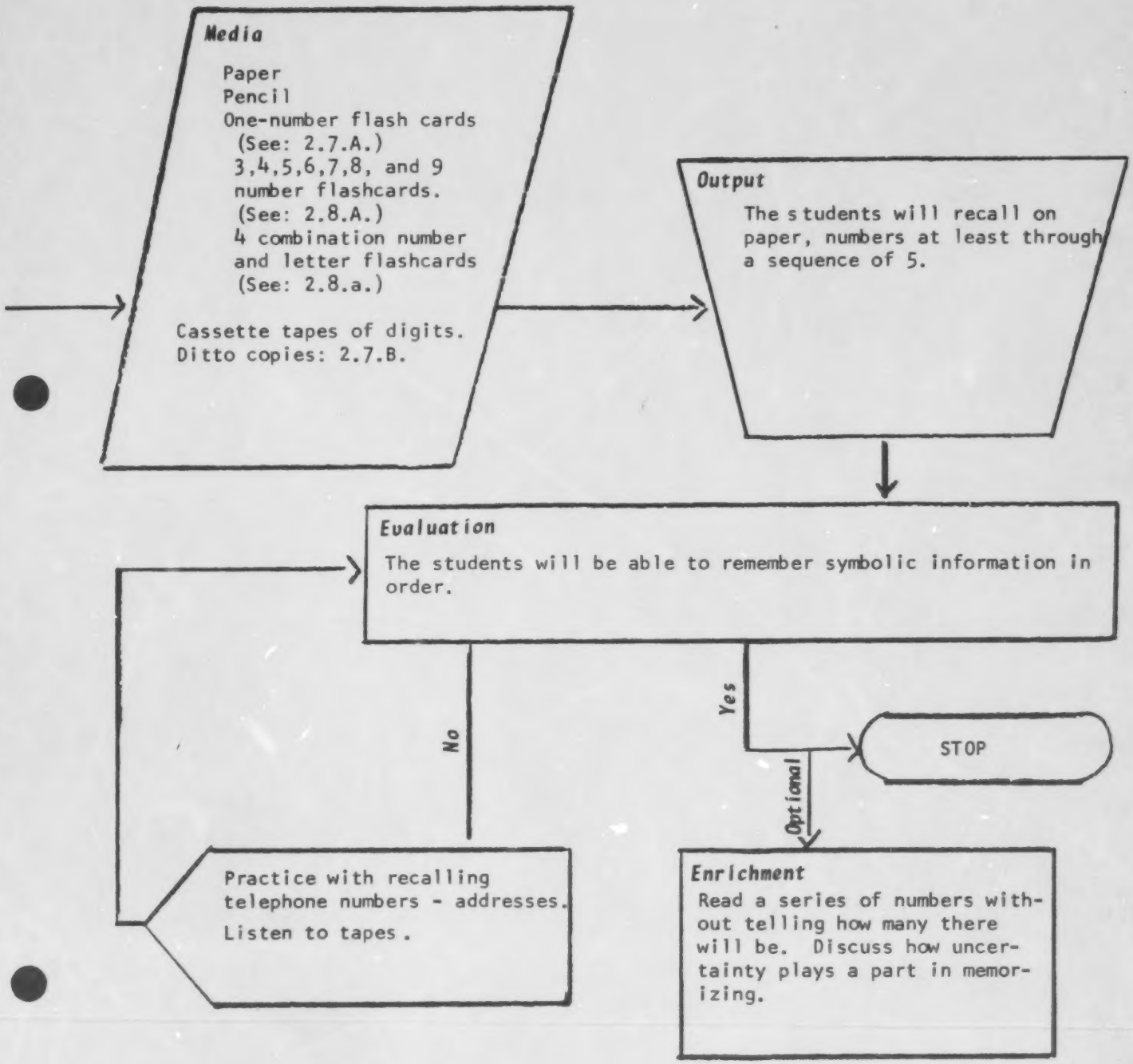
Learning Opportunities

I. Show 4 individual number cards, one at a time, about 5 seconds apiece. (See: 2.7.A.)
   A. Ask students to write the numbers in order.
   B. Show 2 more sets of 4 cards and the progress to 5, 6, and 7.

II. Repeat the above procedure verbally.
   A. Ask students if they did better visually or auditorially.

III. Show flashcards (See: 2.7.A.) Start with fewer numbers and work toward the more lengthy. (Save some for auditory. Be sure to read evenly and not like phone numbers.)
   A. Show some and ask students to write numbers down from memory.
   B. Do the same verbally.
   C. Discuss the fact that most people are visual learners.
   D. Ask [illegible] methods they used to remember.

IV. Distribute 2.7.B. folded.
   A. Student should look at "Study Words" only.
   B. After sufficient time to concentrate, turn paper over to "test".


Media
Paper
Pencil
One-number flash cards
(See: 2.7.A.)
3,4,5,6,7,8, and 9
number flashcards.
(See: 2.8.A.)
4 combination number
and letter flashcards
(See: 2.8.a.)
Cassette tapes of digits.
Ditto copies: 2.7.B.
Output
The students will recall on paper, numbers at least through a sequence of 5.
Evaluation
The students will be able to remember symbolic information in order.
Yes
No
STOP
Optional
Practice with recalling telephone numbers - addresses.
Listen to tapes.
Enrichment
Read a series of numbers without telling how many there will be. Discuss how uncertainty plays a part in memorizing.

NUMERICAL FLASHCARDS

One set of 4"x4" individual numbercards 1 through 0 and 1 3"x13" set of the following:

1. 4963
2. 3525
3. 7447
4. 5312
5. 33291
6. 27673
7. 82437
8. 52643
9. 329961
10. 683210
11. 495584
12. 1362519
13. 6433982
14. 2051366
15. 79346311
16. 92036535
17. 42263917
18. 146293079
19. 223544628
20. 531990688

<u>Numbers and Letters</u>

1. 24AZ31
2. 7238BI
3. C0933M
4. 49A5G26
5. 6C17ZX5

(Try to make numbers and letters look alike such as Z3 and 4A and discuss this as a difficulty.)

STUDY WORDS:

zow	eol	tel	gob	moz
zew	eil	tem	gib	toz
ziw	erl	tep	gub	roz

TEST:

	YES	NO		YES	NO
zow	_____	_____	zew	_____	_____
moz	_____	_____	goz	_____	_____
tex	_____	_____	toz	_____	_____
ziw	_____	_____	gub	_____	_____
tel	_____	_____	eal	_____	_____
gob	_____	_____	tem	_____	_____
eol	_____	_____	zaw	_____	_____
gib	_____	_____	tep	_____	_____
geb	_____	_____	eil	_____	_____
erl	_____	_____	zew	_____	_____
ziw	_____	_____	zow	_____	_____
roz	_____	_____	tel	_____	_____

Concept Memory

Curricular Objective

2.8 The students will increase their ability to remember isolated areas.

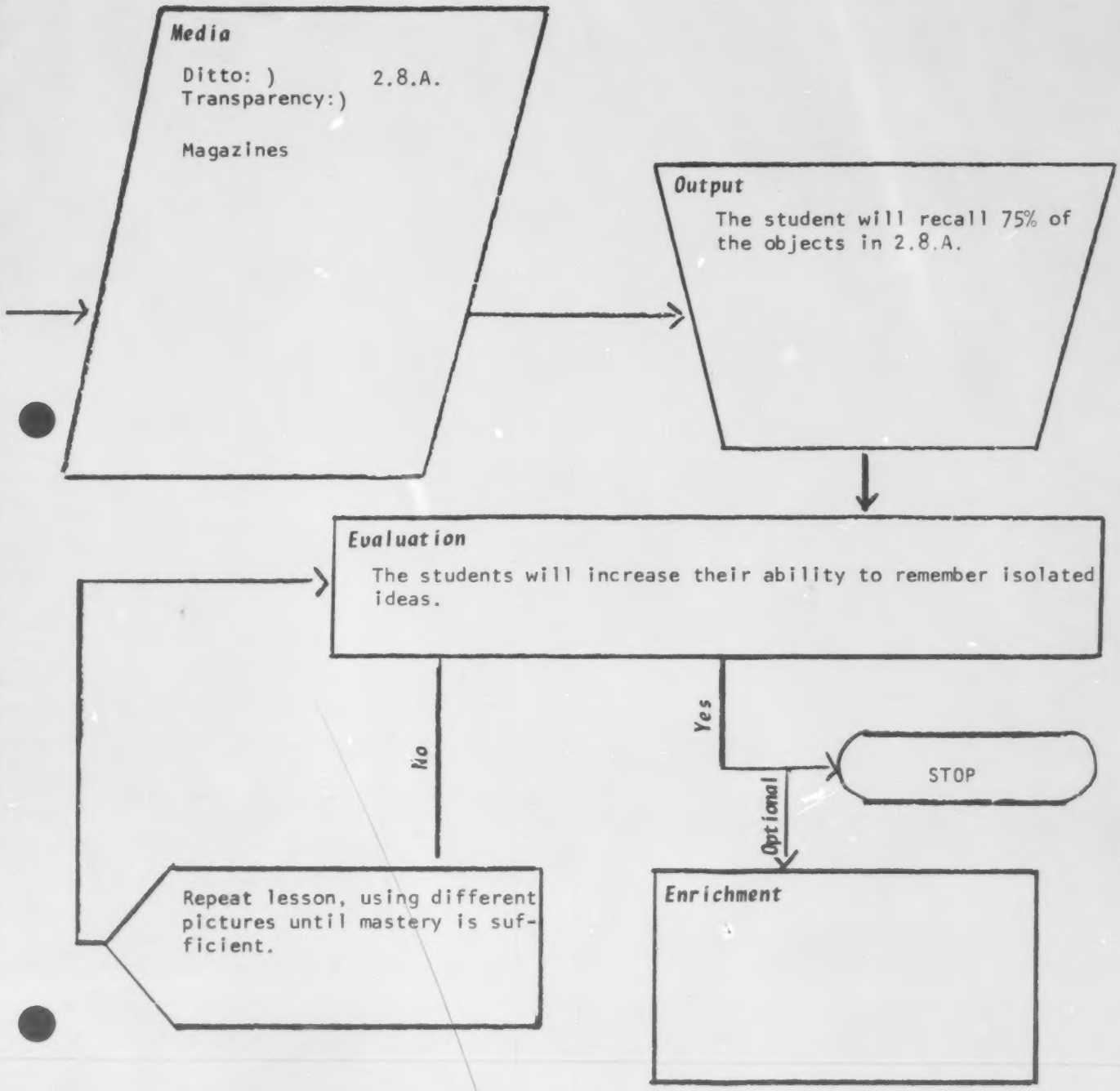
Input

Lessons: 2.1
2.3

Learning Opportunities

I. Distribute copies of 2.8.A. and show a transparency also so that you can discuss those pictures which are not clear.
   A. Give time to concentrate
   B. List as many objects as are recalled on a piece of paper.

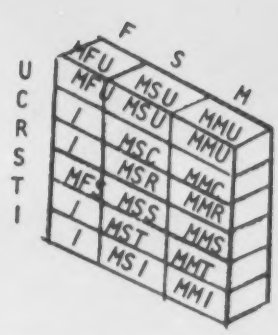
II. Pictures in school books, magazines, or pictures cut from magazines and pasted on tagboard can be used in the manner above.


Media
Ditto:)
Transparency:)
2.8.A.
Magazines
Output
The student will recall 75% of the objects in 2.8.A.
Evaluation
The students will increase their ability to remember isolated ideas.
No
Yes
STOP
Optional
Repeat lesson, using different pictures until mastery is sufficient.
Enrichment

PICTURE MEMORY

In this test you will be given a study page with pictured objects. You are to memorize the objects; then on a test page list as many objects from the study page that you can remember. You need not write the list of objects in any particular order.

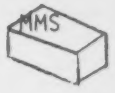
STUDY PAGE



Concept Memory

Curricular Objective

2.9 The students will increase their ability to remember meaningfully ordered verbal information.



Input

Lessons: 2.5
2.7

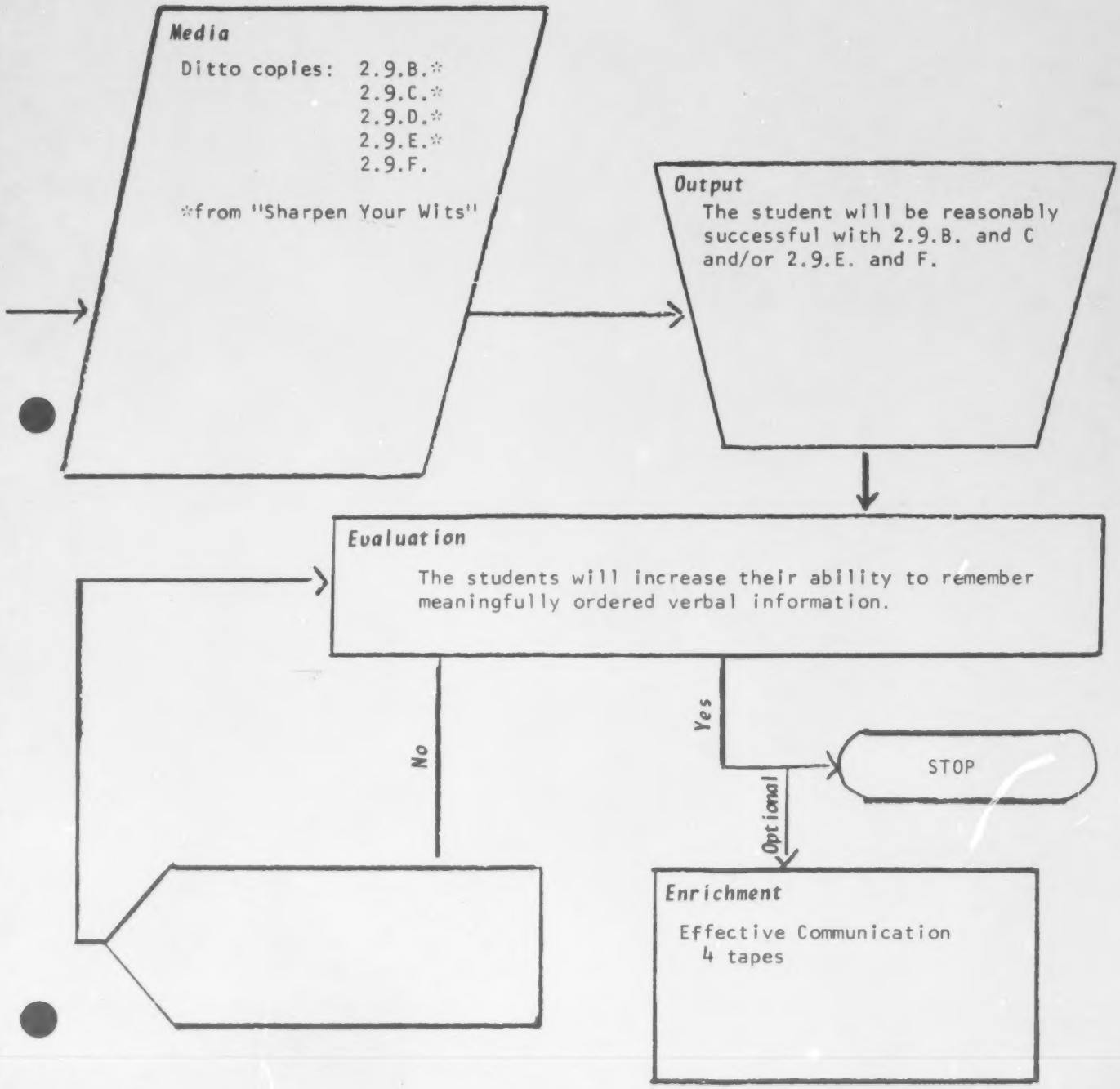
Class-wide warm-up with "Memory for Everyday Life" (See: 2.9.A.)

Learning Opportunities

I. Distribute copies of 2.9.B. and allow 3 minutes to read paragraph.
   A. Distribute 2.9.C. and follow directions.
   B. Collect and correct for "Output" or discuss:
      1. remembering <u>important</u> details only
      2. how to get an overall picture
      3. asking yourself review questions

II. Distribute 2.9.D. and allow 5-7 minutes.
   A. Distribute 2.9.E. and follow directions
   B. Correct in class or use for "output"

III. Cut copies of 2.9.F. into separate "Rumors"
   A. Send 4 to 6 people outside
   B. Hand out copies of "Numbers" Rumor to those remaining
   C. Call in one person and read Rumor to him.
   D. He calls in the next person and repeats Rumor from memory.
   E. Continue in this way to last person
   F. Use same technique for remaining Rumors
   G. Discuss how they might have remembered better and why this is called "Rumor" Clinic


Media
Ditto copies: 2.9.B.*
2.9.C.*
2.9.D.*
2.9.E.*
2.9.F.
*from "Sharpen Your Wits"
Output
The student will be reasonably successful with 2.9.B. and C and/or 2.9.E. and F.
Evaluation
The students will increase their ability to remember meaningfully ordered verbal information.
Yes
No
STOP
Optional
Enrichment
Effective Communication
4 tapes

MEMORY FOR EVERYDAY LIFE

1. What were you doing exactly a week ago at this time?
2. What was the opening scene of the movie you last saw?
3. What did you have for dinner three days ago?
4. What were the exact names of the three main characters in the book you last read?
5. What exactly was this morning's (evening's) headlines?
6. What is the color of the eyes of the last nonrelated person you talked to?
7. Where were you four weeks ago at this time?
8. Can you remember your last TV or radio commercial's product?
9. How was the weather a week ago at this time?
10. What was the last word you spoke to someone today?

MEMORY FOR EVENTS YOU READ ABOUT

Read the following paragraph at your usual speed and then wait for further instructions:

"At 1:30 a.m. on Tuesday, May 18, Mrs. Louisa Mary Smith, a baker's wife and secretary to the vice president of the Namerite Advertising Agency was attacked by an unknown young man of about twenty-two on Main - corner Elm Street. The man wrestled from her a black pocketbook containing thirty-seven dollars in cash and a manila envelope containing some endorsed company checks. Then he escaped in the direction of Martin's Department Store. The robber was described as five feet, seven inches, with dark hair and wearing a blue suit and a fedora."

From Sharpen Your Wits, Gerold Mosler, ©Doubleday Co., Inc., New York, N. Y. ©1971

MEMORY FOR EVENTS YOU READ ABOUT

How many of the following questions regarding the newspaper account you have just read can you answer? In doing this test, please note that some of the questions are traps, since there is no pertinent information available.

When and where did it happen?

1. On what day?
2. At what time?
3. On what date?
4. Where did the man come from?
5. Where did he escape to?

What do you know about the victim?

6. Name?
7. Profession?
8. Where employed?
9. Married to whom?
10. Who tried to help her?

What is known about the criminal?

11. Age?
12. Name?
13. Height?
14. Weapon used?
15. What did he wear?

What was stolen?

16. What was taken from victim?
17. How much money was involved?
18. What other valuables?
19. What company property?
20. What personal papers?

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MEMORY FOR LOGICAL SEQUENCES

Read the ten rows of associated words carefully for several minutes until you think you can remember most of them.

1a) Accident	1b) Unemployment	1c) Poverty
2a) Training	2b) Progress	2c) Efficiency
3a) Command	3b) Disobedience	3c) Punishment
4a) Sport	4b) Health	4c) Well-being
5a) Battle	5b) Defeat	5c) Flight
6a) Gale	6b) Shipwreck	6c) Rescue
7a) Supression	7b) Revolt	7c) Liberty
8a) Christmas	8b) Gift	8c) Delight
9a) Arrogance	9b) Misfortune	9c) Repentance
10a) Blizzard	10b) Drowsiness	10c) Death

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MEMORY FOR LOGICAL SEQUENCES

Only the first ten words you read have been repeated here. See how many of the second and third words you can remember.

1.a) Accident	1.b) _____	1.c) _____
2.a) Training	2.b) _____	2.c) _____
3.a) Command	3.b) _____	3.c) _____
4.a) Sport	4.b) _____	4.c) _____
5.a) Battle	5.b) _____	5.c) _____
6.a) Gale	6.b) _____	6.c) _____
7.a) Suppression	7.b) _____	7.c) _____
8.a) Christmas	8.b) _____	8.c) _____
9.a) Arrogance	9.b) _____	9.c) _____
10.a) Blizzard	10.b) _____	10.c) _____

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RUMOR CLINIC
(Numbers)

Nearly seven and one half years ago, an airplane on an unscheduled flight over the South Seas was forced down by an unusual storm. The 41 passengers and 7 crew members landed on the 6th of a chain of 13 islands and lost only one engine out of four. No passengers were killed but 9 were injured. It took the air-sea rescue team 14 days to find them - 2 days before Christmas.

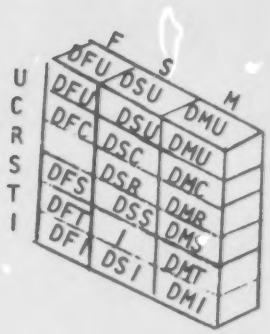
RUMOR CLINIC
(People)

Joe and Bob were having quite a time deciding who to pick for the other three members of their debating team. They knew that Alice was the best one for getting information together but they didn't think she would speak up during the debate as well as John. Bob said that there was another fact to consider and that was that John hadn't been cooperative in other committees so maybe they should take Alice and coach her on her speaking. After it was decided to take Alice, there still remained two more choices, but because they had spent so much time making the decision, it was made for them - there were only two people left after other teams had chosen.

RUMOR CLINIC
(Trivia)

In the middle of the school year, John's oldest brother Don, decided he wanted to change his mind about the sport in which he was currently engaged. For awhile, he had liked baseball, then when all his friends went out for track, he wanted to do that, but baseball and track were going on at the same time.

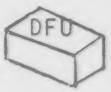
After he lost interest in baseball, he didn't do as well as he should have to stay on the team and this made the coach disgusted with his playing and they started not getting along. About this time, soccer was started to take care of the overflow of extra boys who didn't make the track or baseball teams. So Don decided to start over again in a new field.



Concept Divergent Production

Curricular Objective

3.1.1. The student will be able to produce many recognizable figures based on given incomplete lines or incomplete figures.



Input

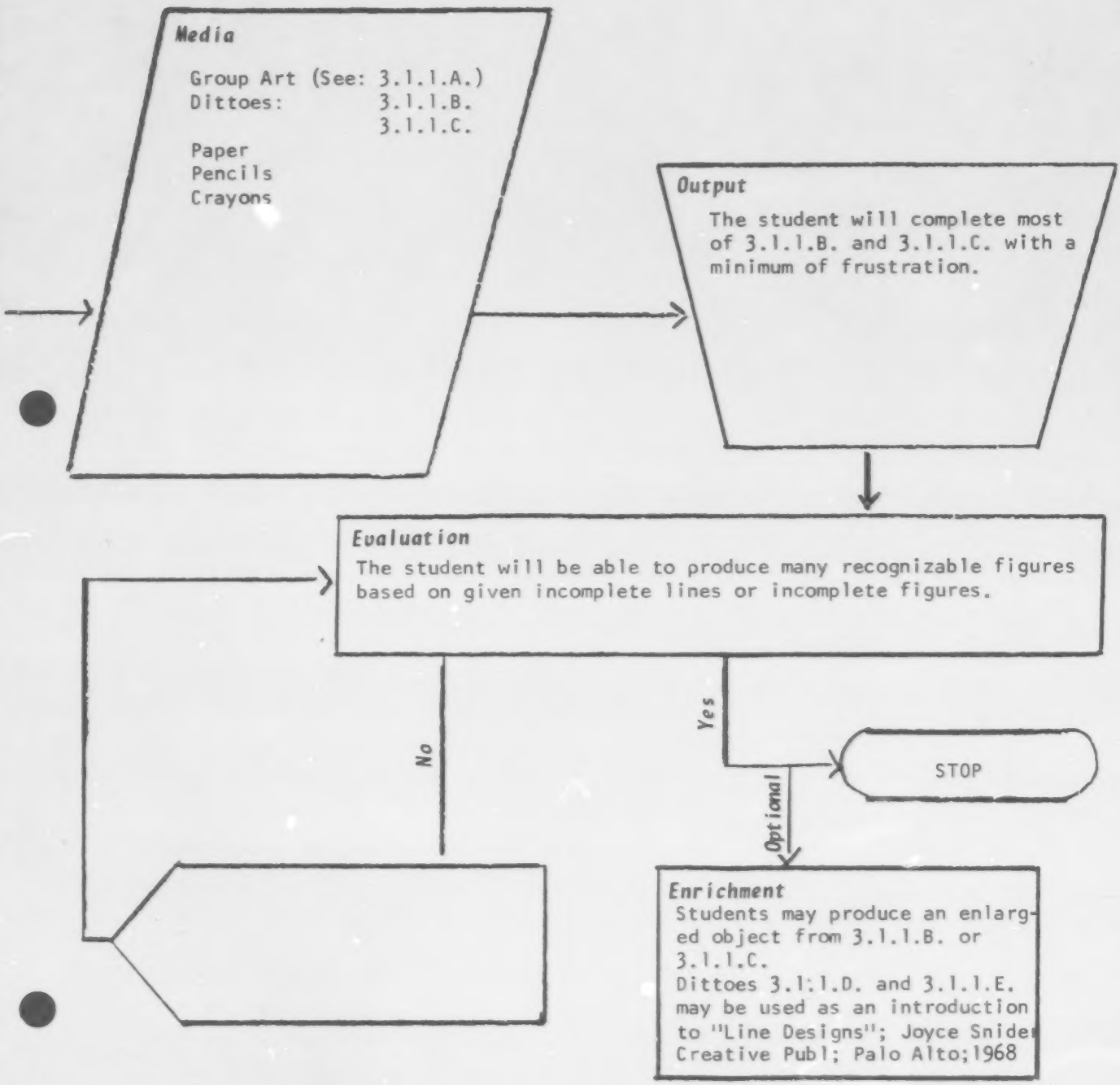
Discussion should include the fact that many people feel they can't draw and that the following exercises will help them overcome this since everyone will be starting with the same basics and no one will be critical.

Try a round of Group Art. (See: 3.1.1.A.)

Learning Opportunities

I. Every student has two pieces of plain paper and 2 colors of crayon.
   A. Ask each student to draw any four unconnected lines (curved, straight) with one crayon.
   B. Pass paper to the left and that person uses the other colored crayon to produce a recognizable object. Encourage students to turn the page around and view lines from all angles.
   C. Repeat process and pass to right.

II. Distribute copies of 3.1.1.B. and 3.1.1.C.
   A. Students complete a recognizable object with pencil and/or crayon.
   B. Creative titles may be given to each object.


Media
Group Art (See: 3.1.1.A.)
Dittoes: 3.1.1.B.
3.1.1.C.
Paper
Pencils
Crayons
Output
The student will complete most of 3.1.1.B. and 3.1.1.C. with a minimum of frustration.
Evaluation
The student will be able to produce many recognizable figures based on given incomplete lines or incomplete figures.
Yes
No
STOP
Optional
Enrichment
Students may produce an enlarged object from 3.1.1.B. or 3.1.1.C.
Dittoes 3.1.1.D. and 3.1.1.E. may be used as an introduction to "Line Designs"; Joyce Snider Creative Publ; Palo Alto; 1968

GROUP ART

The first person in a group or row receives a blank piece of paper.

I. He folds the paper in sixths and draws the beginning of an object, (tree, house, etc.), on the fold at the top of the page. Some lines should extend just into the next fold. He folds his "beginning" back so that only the extension lines can be seen and passes it on.

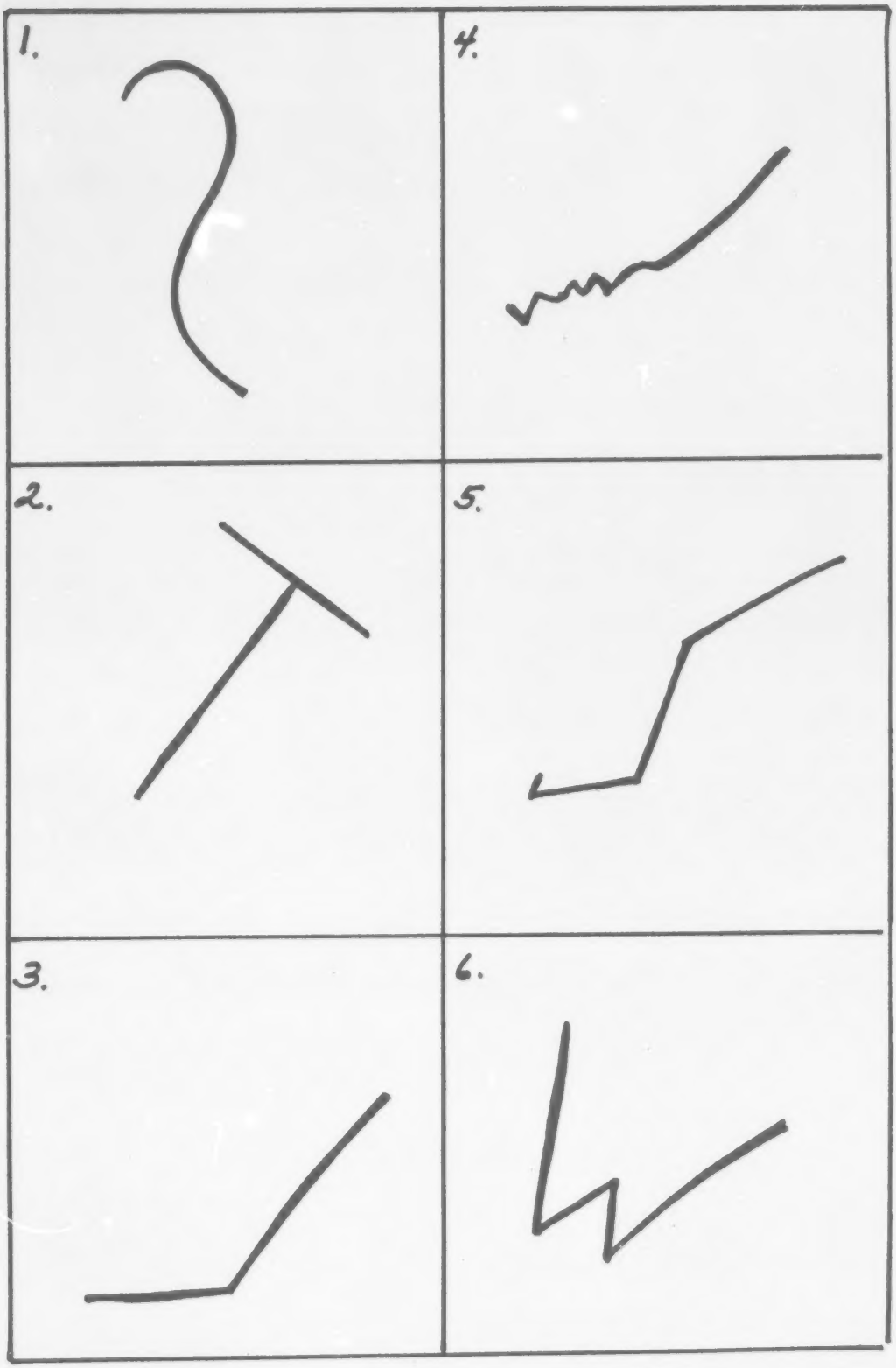
II. The next person proceeds in the following fold adding on to what he perceives the beginning to be. He folds his picture over and around the first fold so that neither can be seen.

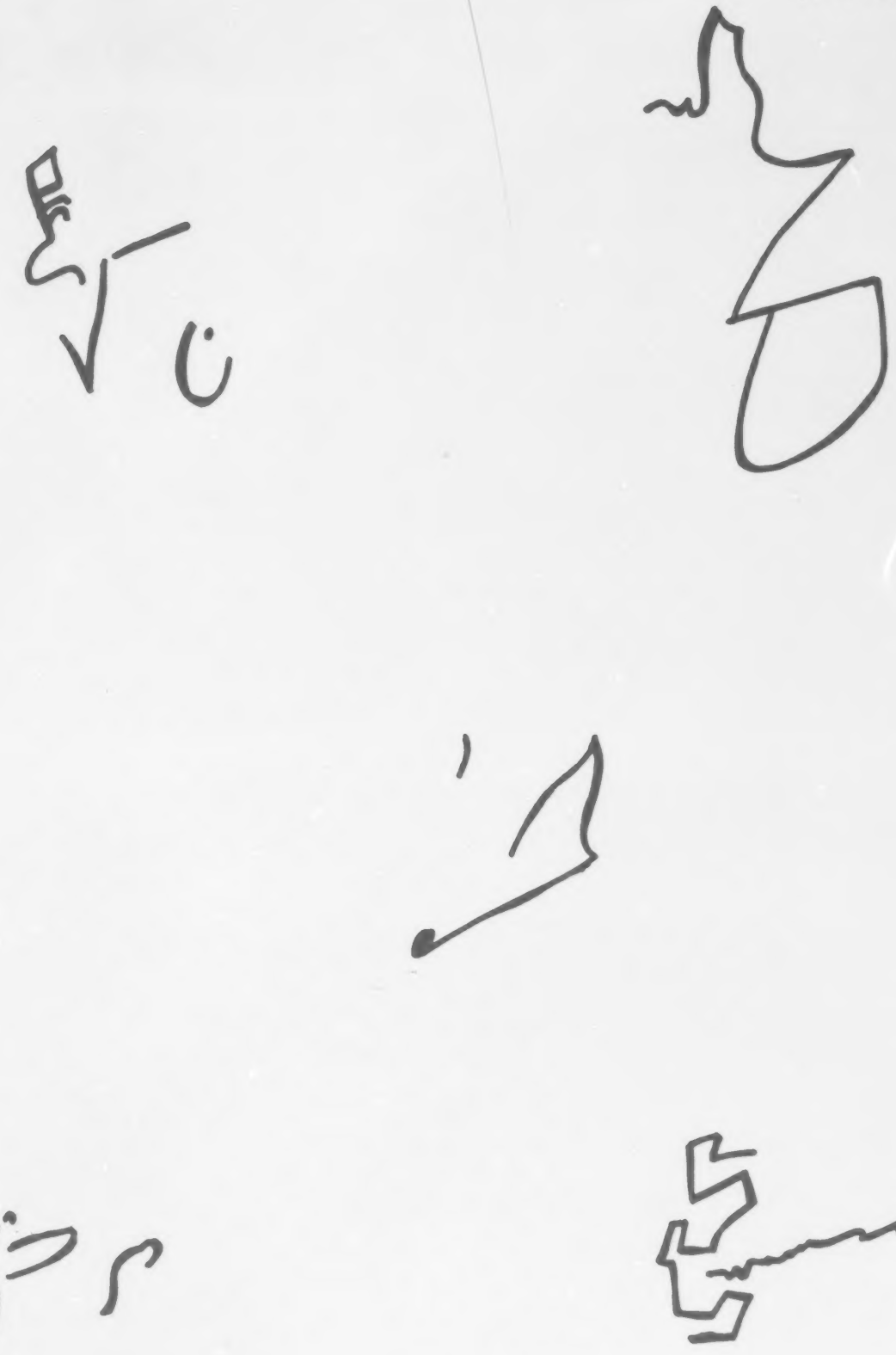
III. Continue in this manner until all folds are completed.

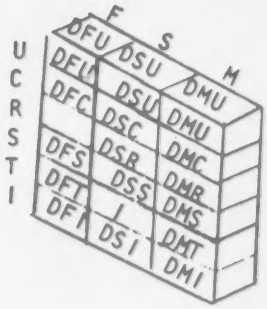
IV. Show the finished product. Point out that since everyone added to a picture they couldn't see, with only a few lines to guide them, it is an individual as well as a group product.

V. Students should have some time to discuss what they thought and why. Any criticism is discouraged.

VI. If this is new to the students or if enthusiasm is shown, form new groups of six and begin again.


1.
4.
2.
5.
3.
6.





Concept Divergent Production

Curricular Objective

3.1.2 The students will produce many words starting and/or ending with letters conforming to a simple specification.

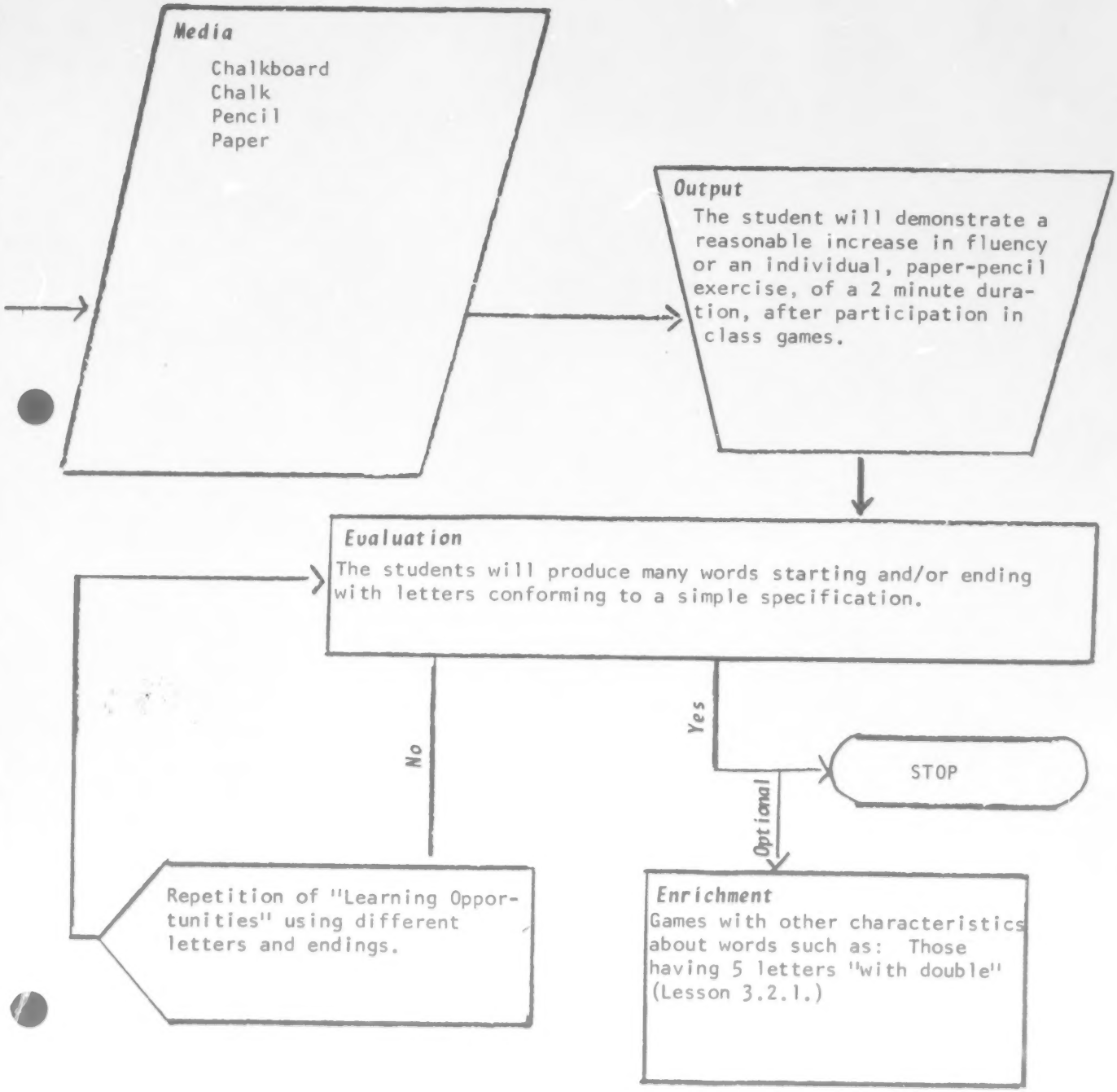
Input

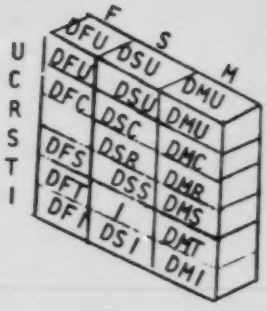
None

Learning Opportunities

I. Split class into two groups.
   A. A member from each team goes to the board and has one minute to write all words starting with a given letter. (This can be a paper-pencil exercise also.)
   B. Same as "A" above but substitute word endings such as "tion" - "ent" - "able" - etc.
   C. "A" and "B" above can be played orally giving a point for each correct response in a 5 second period, (like a spelling bee). Do not allow duplications.

II. Individual, paper-pencil exercise.
   A. Within five minutes students write all the words they can think of that start with "S" and end with "T". Also use "M" and "T", "T" and "N."


Media
Chalkboard
Chalk
Pencil
Paper
Output
The student will demonstrate a reasonable increase in fluency or an individual, paper-pencil exercise, of a 2 minute duration, after participation in class games.
Evaluation
The students will produce many words starting and/or ending with letters conforming to a simple specification.
Yes
No
STOP
Optional
Repetition of "Learning Opportunities" using different letters and endings.
Enrichment
Games with other characteristics about words such as: Those having 5 letters "with double" (Lesson 3.2.1.)



Concept Divergent Production

Curricular Objective

3.1.3 The students will be able to produce meaningful groups of words from three given letters.

Input

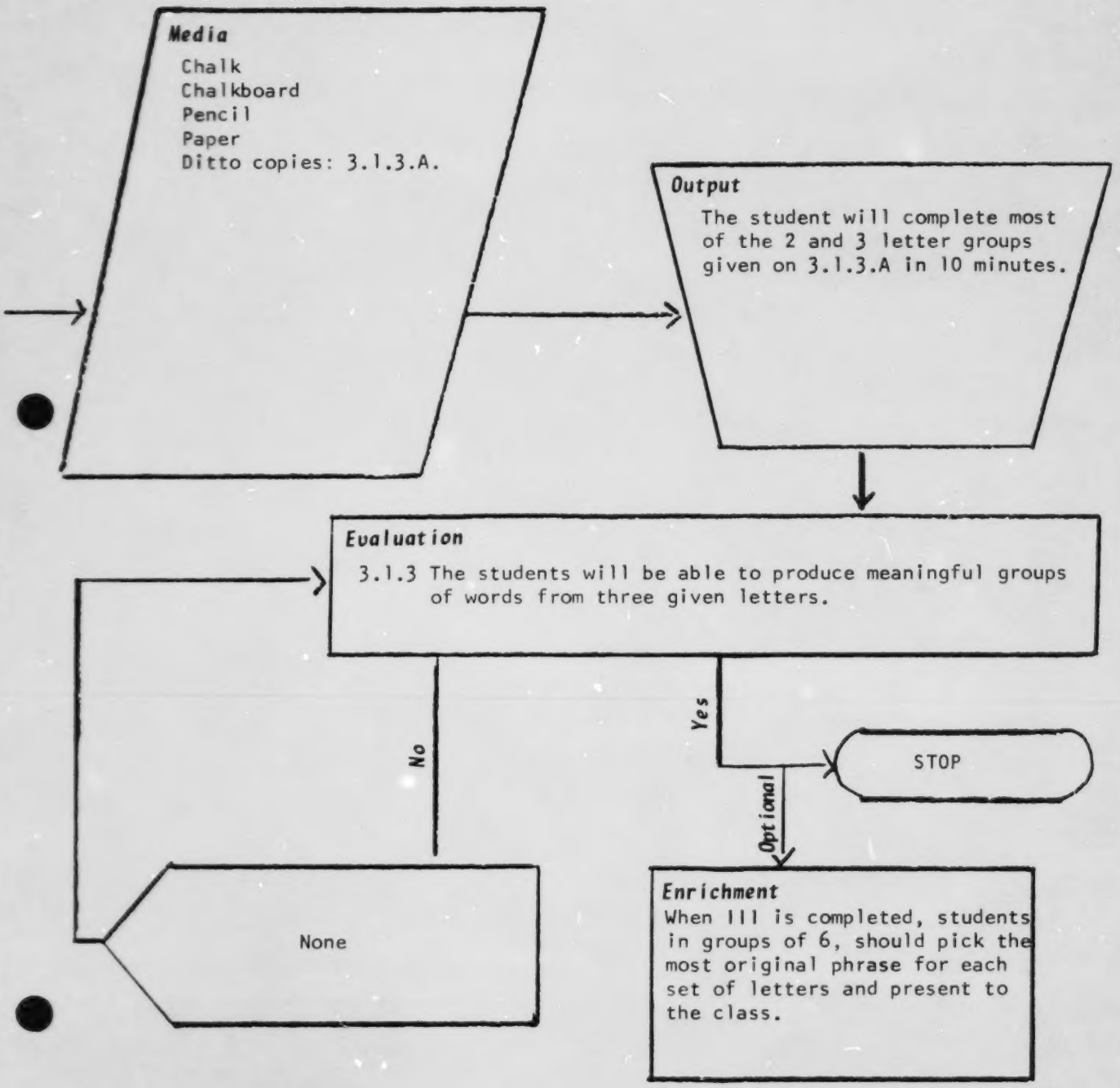
Possibly 3.1.2. but not necessarily.

Learning Opportunities

I. Put the letters T A L on the board.
   A. Students should write 2 phrases using these letters such as:
      1. Tom always laughs
      2. Talk at length
   B. Discuss answers for relativity not just a jumble of words.

II. Write the letters S M D and repeat directions above.

III. Distribute copies of 3.1.3.A.
   A. Students should have 10 minutes to write as many as possible.


Media
Chalk
Chalkboard
Pencil
Paper
Ditto copies: 3.1.3.A.
Output
The student will complete most of the 2 and 3 letter groups given on 3.1.3.A in 10 minutes.
Evaluation
3.1.3 The students will be able to produce meaningful groups of words from three given letters.
Yes
No
STOP
Optional
None
Enrichment
When III is completed, students in groups of 6, should pick the most original phrase for each set of letters and present to the class.

NA

HCGR

FC

ILSW

SEN

ANPI

KHI

HTPN

FWT

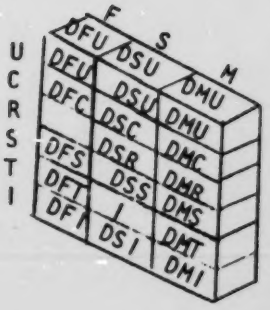
OBEFP

PTO

LJCMO

DJB

LNACTP



Concept Divergent Production

Curricular Objective

3.1.4 The students will be able to use as many given words as possible in a meaningful sentence.

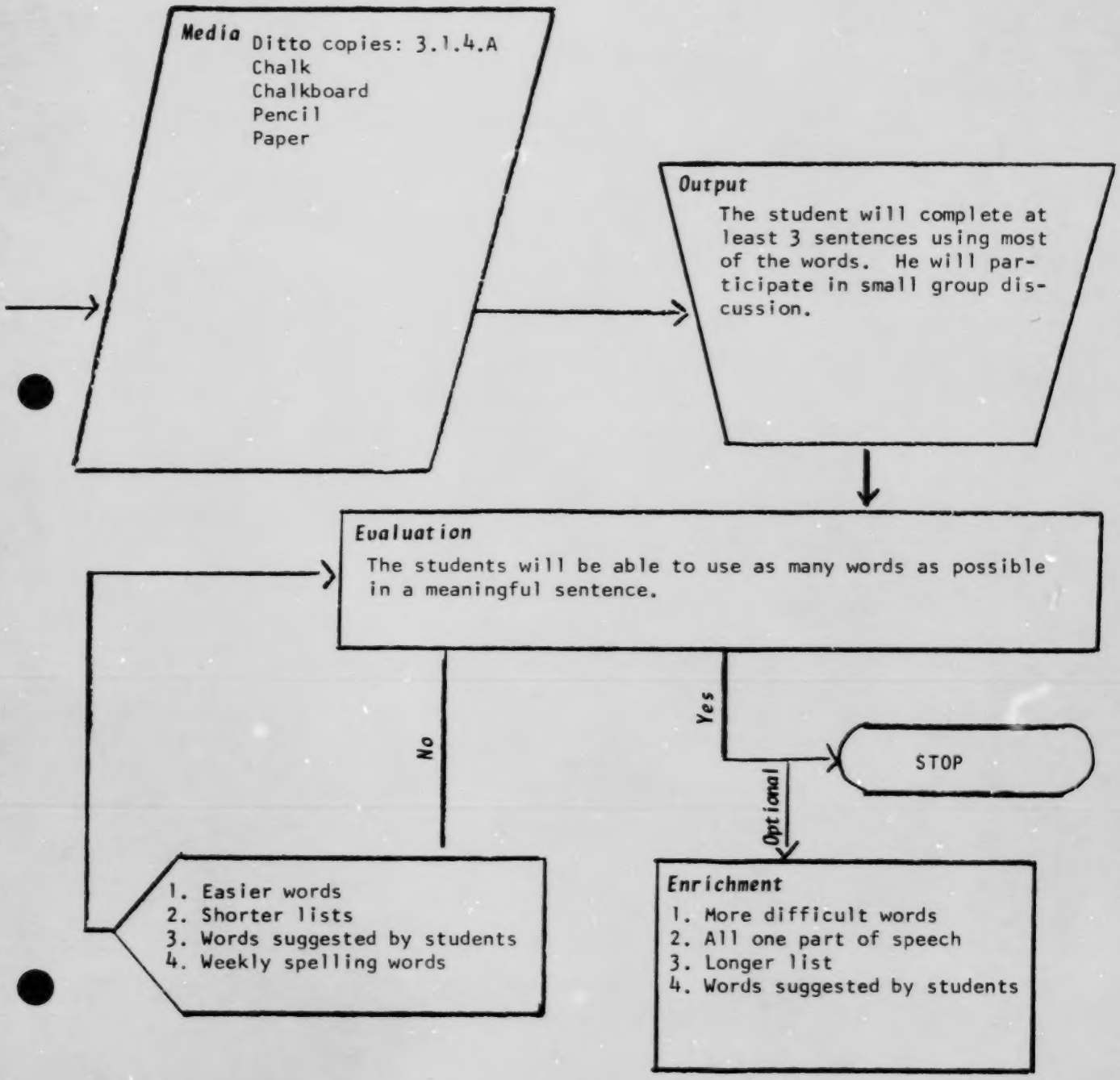
Input

Lesson 3.1.3

Learning Opportunities

I. Write the words: long - animal - walked - trees - large - jumped - on the board.
   A. Students will use as many of these words as possible (in any order) in a sentence. (Other forms of the words may be used.)
   B. Sentences should be interesting and meaningful.

II. Distribute copies of 3.1.4.A
   A. Individuals work for 10 - 15 minutes.
   B. Optional - (See: 3.1.4.B


Media
Ditto copies: 3.1.4.A
Chalk
Chalkboard
Pencil
Paper
Output
The student will complete at least 3 sentences using most of the words. He will participate in small group discussion.
Evaluation
The students will be able to use as many words as possible in a meaningful sentence.
Yes
No
STOP
Optional
1. Easier words
2. Shorter lists
3. Words suggested by students
4. Weekly spelling words
Enrichment
1. More difficult words
2. All one part of speech
3. Longer list
4. Words suggested by students

read
flu
men
carry
empty
house

1. _____
_____
_____

left
class
open
better
boy
ran

2. _____
_____
_____

placed
leader
work
responsible
foot
good

3. _____
_____
_____

night
struggled
make
stupid
fight
illegal

4. _____
_____
_____

wrist
said
slave
broke
precious
unknown

5. _____
_____
_____

WORD SENTENCE

1. Subdivide into groups with approximately six per group.

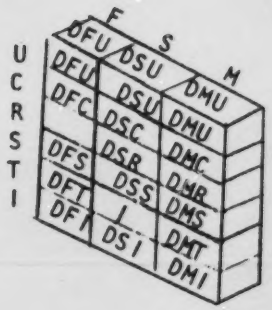
2. Within each group have a contest to see which member used the most words from the list in each sentence. Have each group member read his sentences to the rest of his group.

3. After a sufficient time period for discussion, have the students complete the same exercise again, each student working independently. Inform the students that they are going to complete the same exercise again, and there will be a contest between groups this time. Add the requirement that they must use different sentences than they used previously. (Allow them about 5 minutes.)

4. Have the members of each group pick the best sentence for each of the five groups of words. Have them make their choice on the basis of the most words used, meaningfulness, and originality.

5. Have each group read their five sentences. In each case, the author of the best sentence must read his own sentence (rather than having a group speaker who reads all five sentences.)

6. For remedial students, steps 4 and 5 may be eliminated and group discussions used to generate group responses.



Concept Divergent Production

Curricular Objective

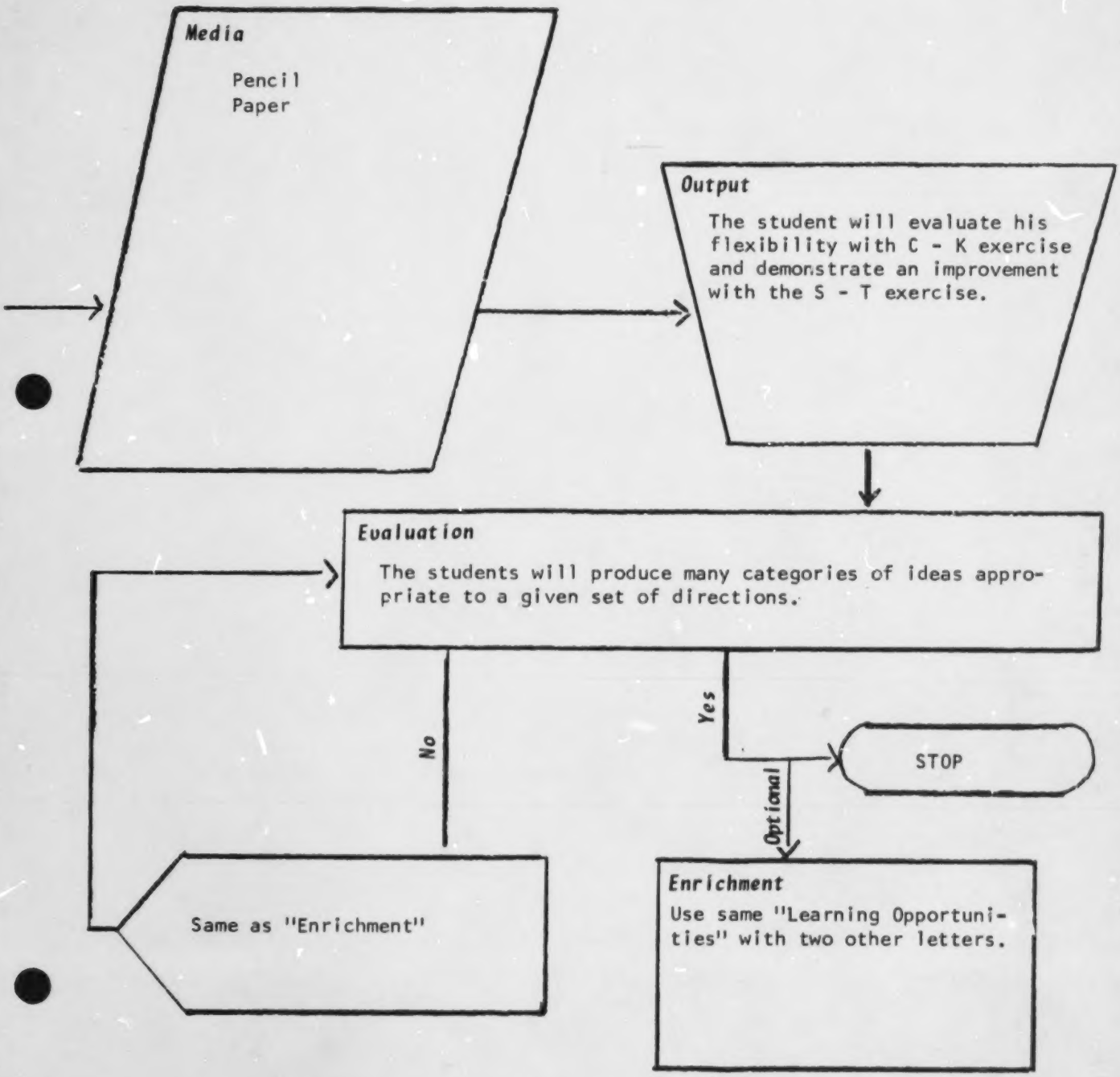
3.2.1 The students will produce many categories of ideas appropriate to a given set of directions.

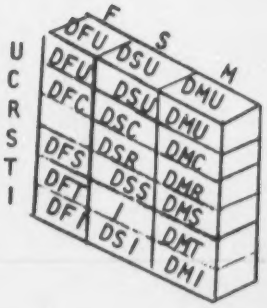
Input

Lesson 3.1.2

Learning Opportunities

1. Individual pencil-paper exercise.
   - A. Tell students to write in 5 minutes all the words they can think of that contain a "C" and a "K."
   - B. Each student will count the number of words that fall in to the following categories: (some may fall into more than one).
     1. words that begin with "C" and end with "K"
     2. words that begin with "K" and end with "C"
     3. words that have "CK" together
     4. words that have "C" and "K" somewhere other than beginning or end
     5. words that hve more than one "C"
     6. words that have more than one "K"
     7. any other category that is suggested by student or teacher
   - C. Those students who have the widest distribution over the largest number of categories are more flexible.
   - D. After a discussion of flexibility repeat "Learning Opportunity" with "S" and "T".

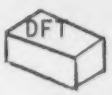

Media
Pencil
Paper
Output
The student will evaluate his flexibility with C - K exercise and demonstrate an improvement with the S - T exercise.
Evaluation
The students will produce many categories of ideas appropriate to a given set of directions.
Yes
No
STOP
Optional
Same as "Enrichment"
Enrichment
Use same "Learning Opportunities" with two other letters.



Concept Divergent Production

Curricular Objective

3.2.2 The students will develop the ability to produce figural information in different ways.



Input

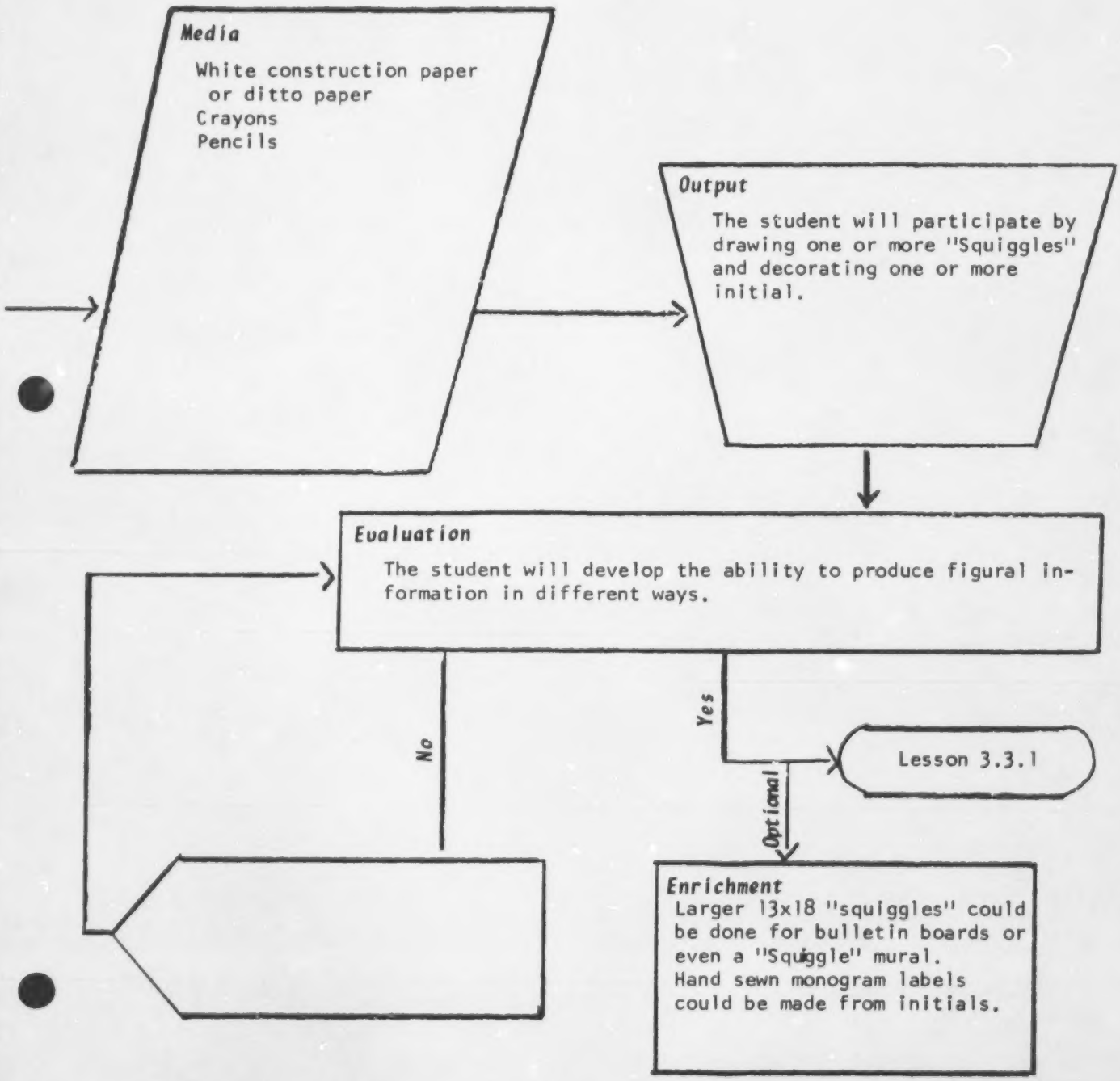
Lesson 3.1.1.

Learning Opportunities

I. Each student should have 2 - 3 pieces of white paper and 2 colors of crayons.
   A. Each student "squiggles" over most of a page with one color crayon and passes on the drawing.
   B. The students look for figures (See: 3.2.2.A) and outline or fill in with another color of crayon.

II. Repeat number 1 above 2 or 3 times.

III. On a piece of plain paper, students should print their initials to take up at least 1/2 of the page.
   A. They may add detail that is concrete or abstract to each letter or combine letter into one drawing. (See: 3.2.2.B)


Media
White construction paper
or ditto paper
Crayons
Pencils
Output
The student will participate by drawing one or more "Squiggles" and decorating one or more initial.
Evaluation
The student will develop the ability to produce figural information in different ways.
No
Yes
Lesson 3.3.1
Optional
Enrichment
Larger 13x18 "squiggles" could be done for bulletin boards or even a "Squiggle" mural.
Hand sewn monogram labels could be made from initials.

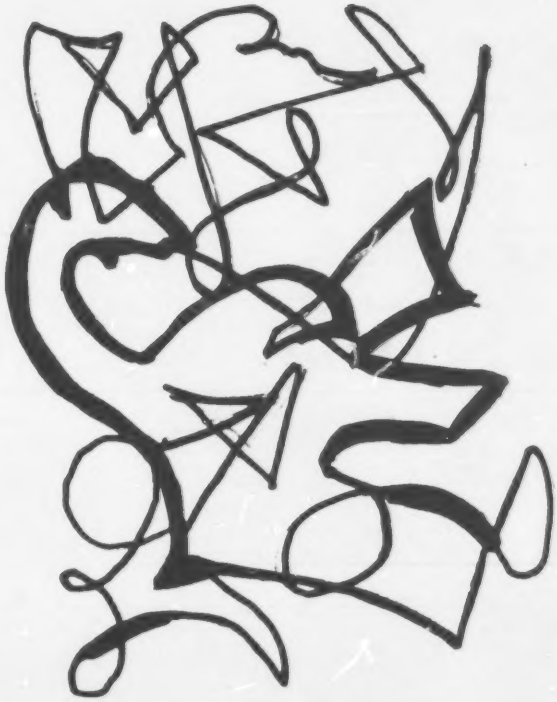
3.2.2.A

Squiggles

Baby duck on a pond

Ducks

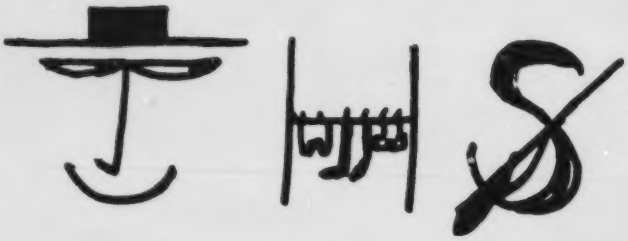
Abstract-or Dentists chair



Dinosaur or Anteater

Monograms

THS



RMC

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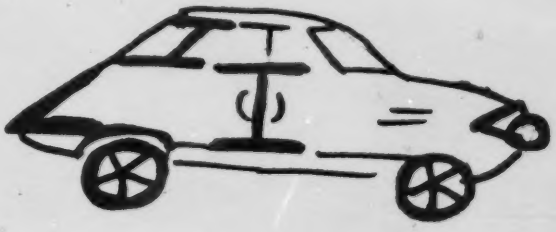
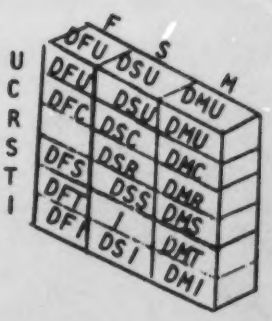
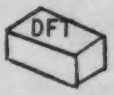




Concept Divergent Production

Curricular Objective

3.2.3 The students will create original and unusual games from common objects.

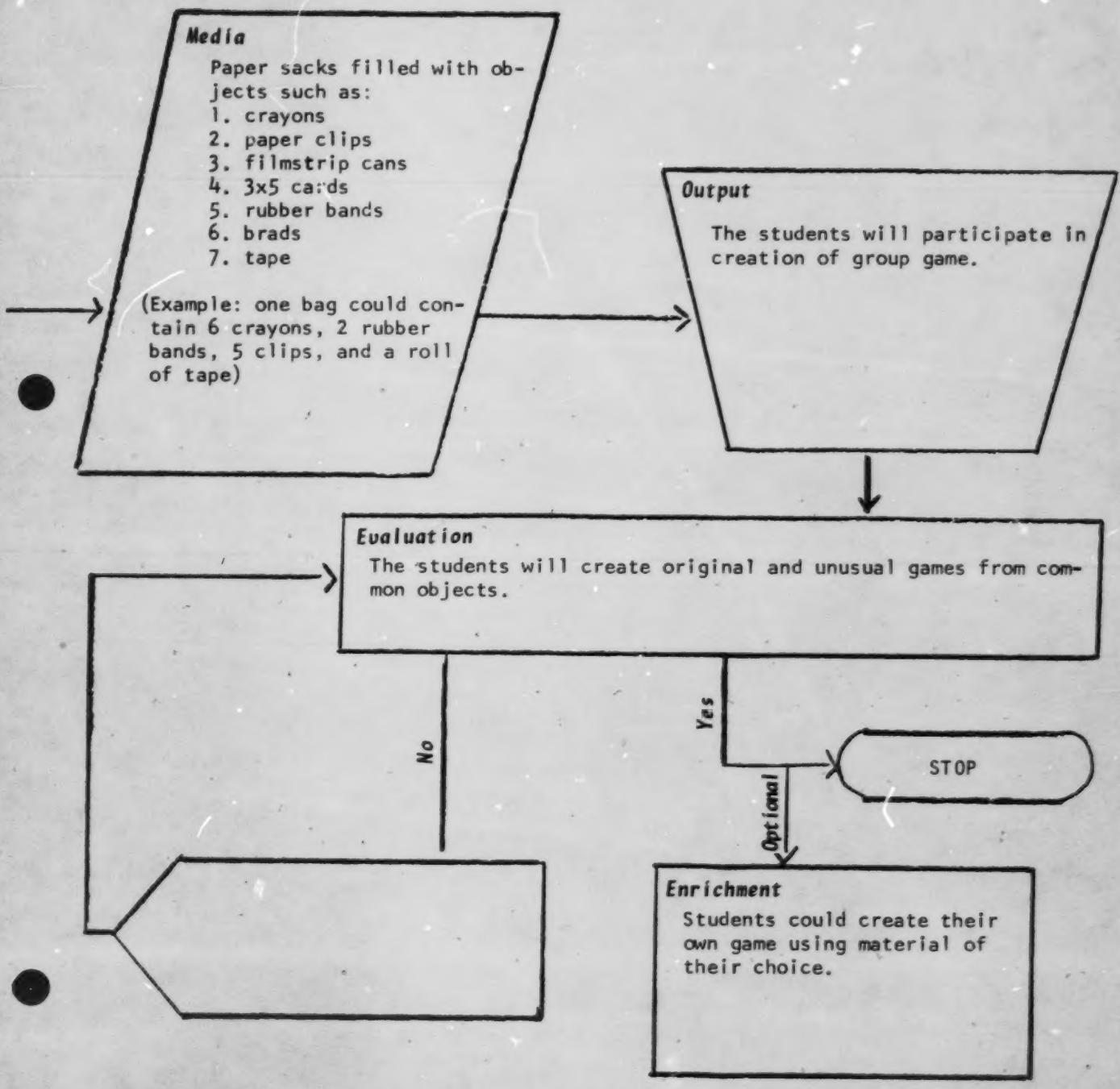


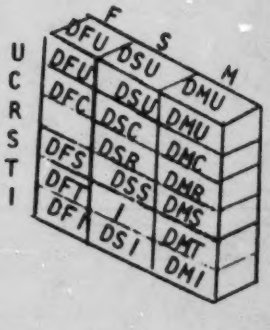
Input

Discuss and/or play some of the newest games on the market. Point out that many new games or changes to old ones are thought up by children.

Learning Opportunities

1. Distribute "game bags" - one to each group of 4 or 5.
   A. Tell students they will have 20 minutes to figure out a game, using the objects in the bag, to write the rules and to name their game.
   B. Each group will demonstrate their game to the class.
   C. The class should have some time to play the games either now or later during free periods.


Media
Paper sacks filled with objects such as:
1. crayons
2. paper clips
3. filmstrip cans
4. 3x5 cards
5. rubber bands
6. brads
7. tape
(Example: one bag could contain 6 crayons, 2 rubber bands, 5 clips, and a roll of tape)
Output
The students will participate in creation of group game.
Evaluation
The students will create original and unusual games from common objects.
No
Yes
STOP
Optional
Enrichment
Students could create their own game using material of their choice.



Concept Divergent Production

Curricular Objective

3.2.4 The students will list many uses (common or unusual) for a given object.

Input

Film: "Imagination at Work"

Discuss attributes:

1. dimensions
2. color
3. shape
4. weight
5. texture
6. hard-soft
7. combustible
8. magnetic

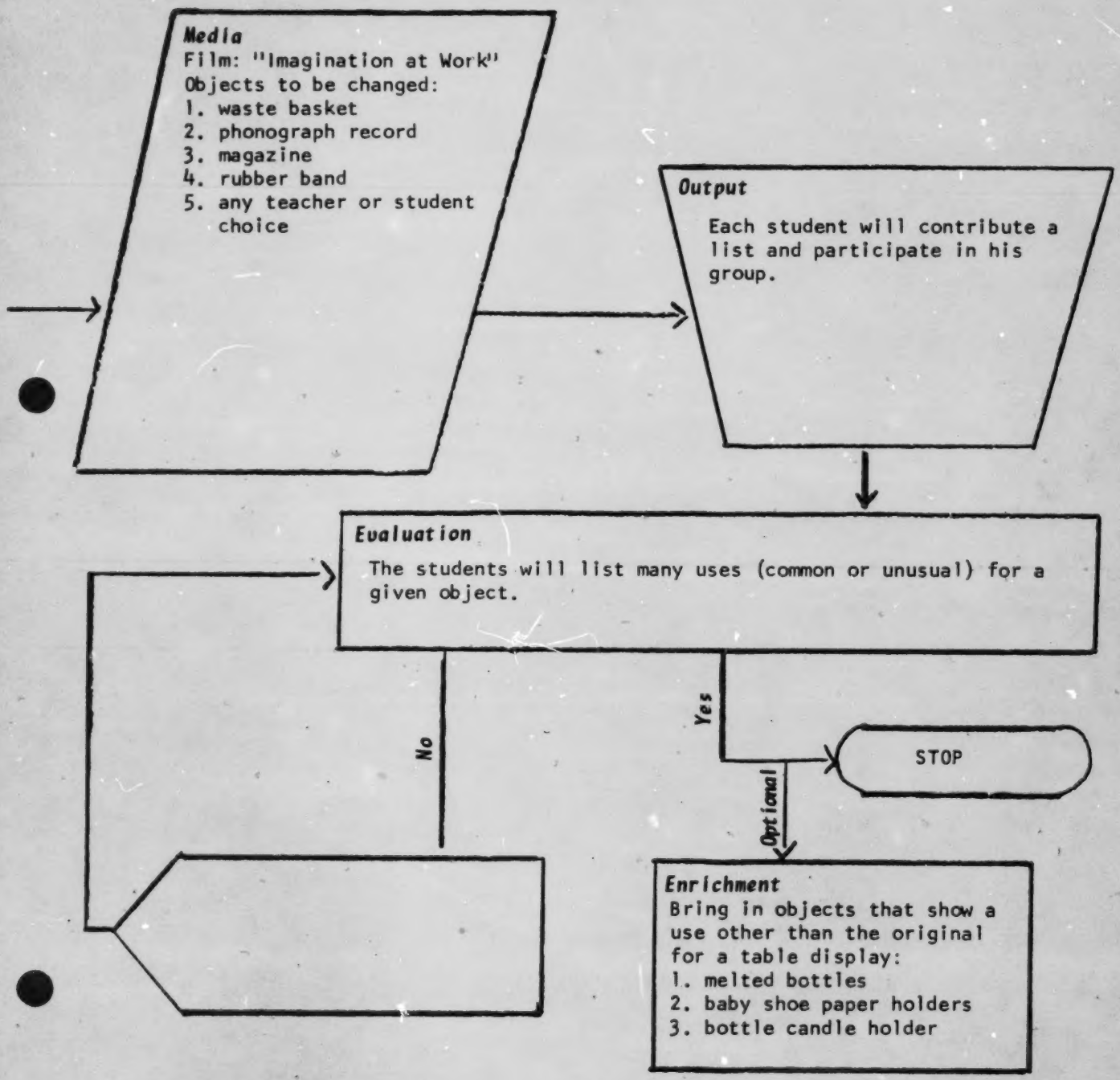
Discuss familiar uses for common objects:

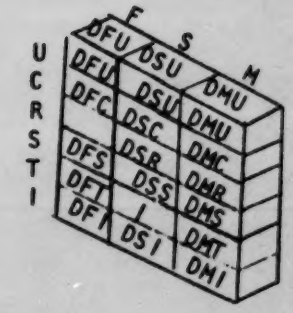
rubber band -- sling shot
toothbrush -- paint brush
nail file -- screwdriver
fish bowl -- match holder

Learning Opportunities

I. Have students write as many uses as they can for a phonograph record in 5 minutes.
   A. Circulate papers and give time for other students to add responses other than those used on their first paper.
   B. Oral response - encourage unusual uses.

II. Divide class into groups of 6 and give each group a different object.
   A. Members of one group respond orally striving for different categories.
      1. Each time a use fits into a previously mentioned category it receives one point.
      2. A new category receives 3 points.
   B. Other groups respond in turn and points are tallied.


Media
Film: "Imagination at Work"
Objects to be changed:
1. waste basket
2. phonograph record
3. magazine
4. rubber band
5. any teacher or student choice
Output
Each student will contribute a list and participate in his group.
Evaluation
The students will list many uses (common or unusual) for a given object.
Yes
No
STOP
Optional
Enrichment
Bring in objects that show a use other than the original for a table display:
1. melted bottles
2. baby shoe paper holders
3. bottle candle holder



Concept Divergent Production

Curricular Objective

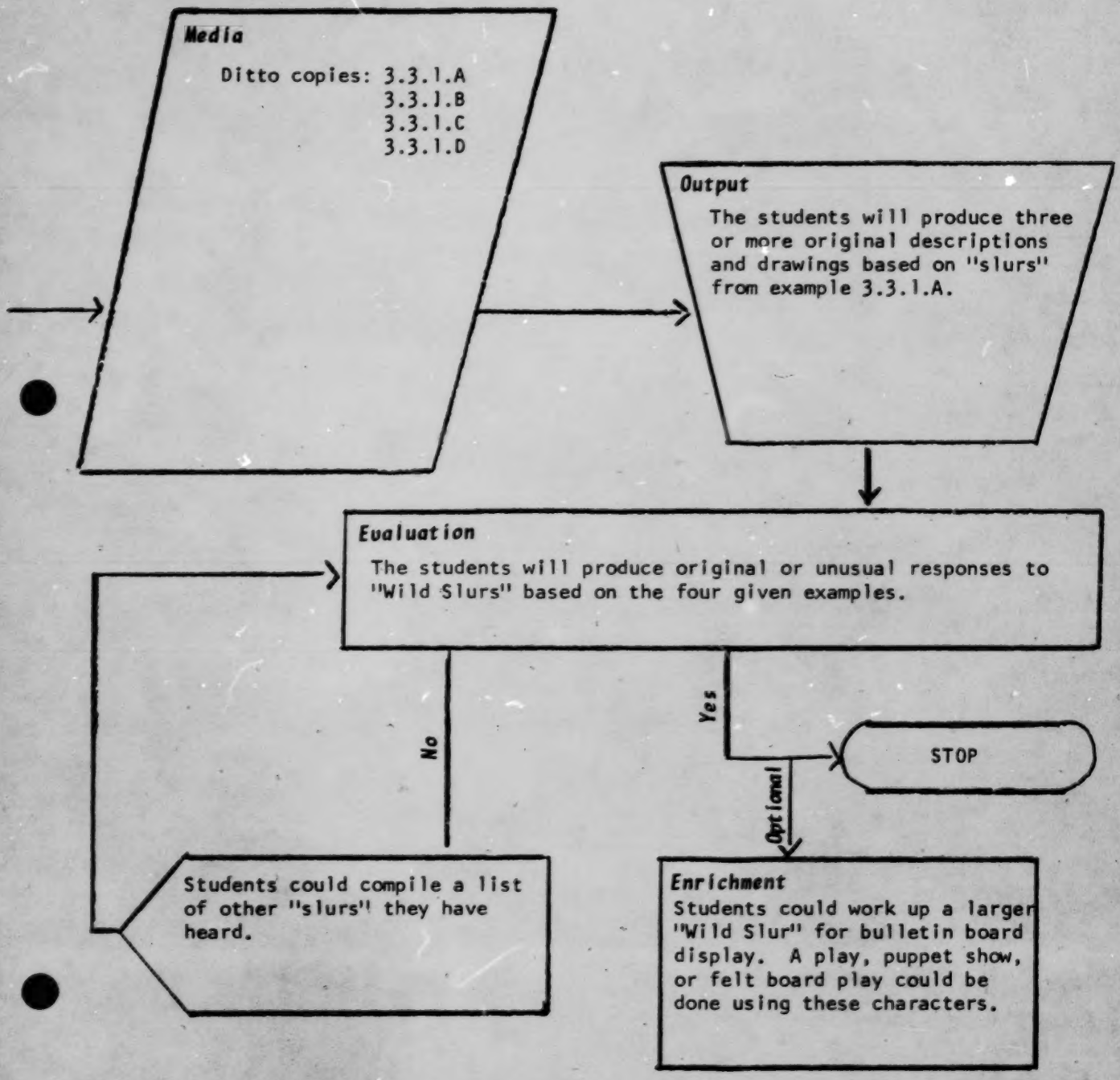
3.3.1 The students will produce original or unusual responses to "Wild Slurs" based on the four given examples.

Input

Discuss our habit of lazy speech and ask students to listen for examples such as those in 3.3.1.A. Ask them to make their own list and combine it with a class list.

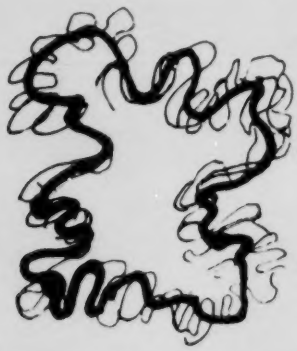
Learning Opportunities

1. Distribute copies of 3.3.1.A, 3.3.1.B 3.3.1.C. and 3.3.1.D.
   - A. Point out the "Awanna" as something that can be done without a "talent for art."
   - B. The description should be written first.
     1. Think about the kind of person or situation involved in each slur. (See 3.3.1.B.)
   - C. The drawings should be something as simple as possible and should include things other than animals or "beings." (See "Awanna" and "Yabut.")
   - D. Students should be encouraged to work together and share but not copy ideas.


Media
Ditto copies: 3.3.1.A
3.3.1.B
3.3.1.C
3.3.1.D
Output
The students will produce three or more original descriptions and drawings based on "slurs" from example 3.3.1.A.
Evaluation
The students will produce original or unusual responses to "Wild Slurs" based on the four given examples.
Yes
No
STOP
Optional
Students could compile a list of other "slurs" they have heard.
Enrichment
Students could work up a larger "Wild Slur" for bulletin board display. A play, puppet show, or felt board play could be done using these characters.

CAN YOU CAGE A WILD SLUR ? ? ?

Listen carefully: they're all around you. There's a Wild "Doncha," the dizzy "Dunno," and the silly "Willya." There's the speedy "Lezgo" and the ever grabbing "Gimmie." These slurs show up whenever anyone is too lazy to pronounce English with care. They slide off the sluggish tongue and wriggle into everyday conversation. They can be found anywhere and our only hope is to track them carefully. You should be able to catch some, too -- ones like the "Watcha," the "Woncha," the "Howdaya," and maybe even the unusual "Jeet."



AWANNA - The Awanna is hard to photograph or draw because it is usually jumping up and down in a temper fit. "Awanna go! Awanna go!"

YABUT - The Yabut provides a smoke-screen; it helps cover whatever you are doing wrong. "Yabut, he hit me first." "Yabut, everyone is doing it."

WADAYADOIN - You won't know what real curiosity is until you spot this slur in action. It can pop up at any time and its eyes are especially built for peering over shoulders while it repeats endlessly, "Wadayadoin, Wadayadoin?"

DIDJA - This slur is found so often at the beginning of a question that it rears its head in the shape of a question mark. "Didja do your homework?"

WILD SLUR (Page 2)

Now let's see what you can come up with in the way of a picture for the following "Wild Slurs."

TOJASO - The Tojaso, an unusual specimen, has a huge finger hinged to the end of its nose. Whenever anything anywhere goes wrong, this amazing beast appears immediately on the scene with its finger in full wag and its voice whispering smugly, "Tojaso, Tojaso."

WHEREZIT - This slurry specimen has eyes to see and arms to reach and fingers to feel and legs to walk but won't admit it. Whenever anything disappears, it just stands in the middle of the room, rolls back its head, cups its hands around its huge mouth and shouts, "Wherezit, wherezit."

SOREYE WIMEE - For sheer agreeability it would be hard to beat this animal. It comes equipped with a set of eager rollers and will go anywhere and do anything. If you said, "Let's go jump off the Empire State Building," it would smile brightly and chirp, "Soreye Wimee."

WILD SLUR (Page 3)

And now that you have drawn such beautiful pictures, how about adding descriptions to the following Slurs:

WILLYA

DONCHA

DUNNO

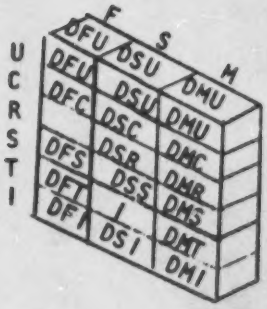
LEZGO

GIMME

WATCHA

WONCHA

JEET?



Concept Divergent Production

Curricular Objective

3.3.2 The students will be able to produce written and/or oral original transformation of given proverbs.

Input

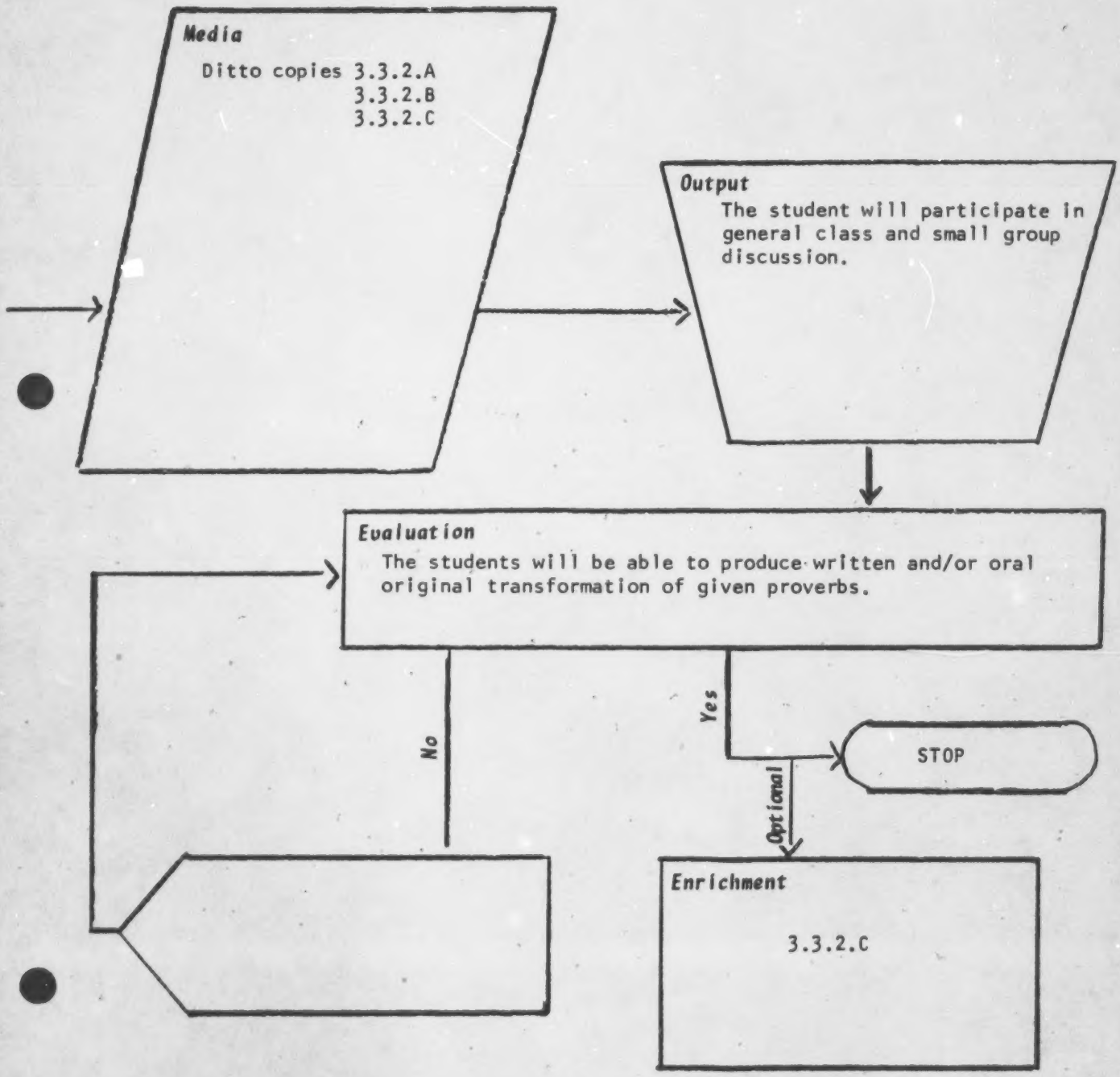
See Lesson 1.16

Learning Opportunities

I. Ask students if they have heard some "take offs" on Proverbs such as:
   A. "A closed mouth gathers no knuckles"
   B. "A friend in need is a pest"

II. Distribute copies of 3.3.2.A and 3.3.2.B
   A. Ask students to read aloud one of their choosing from 3.3.2.B. and ask which proverb this goes with.
   B. As a class, try rewriting a proverb that hasn't been done or change one that has.
   C. In small groups, try 3 or 4 more
      1. Keep a record on the chalk or bulletin board of finished product.

III. Distribute copies of 3.3.2.C.
   A. This is an outline of a play that could be done using proverbs as they are or rewritten if any group or groups is interested.


Media
Ditto copies 3.3.2.A
3.3.2.B
3.3.2.C
Output
The student will participate in general class and small group discussion.
Evaluation
The students will be able to produce written and/or oral original transformation of given proverbs.
Yes
No
STOP
Optional
Enrichment
3.3.2.C

PROVERBS

1. You can't see the forest for the trees.
2. A bird in the hand is worth two in the bush.
3. Look before you leap.
4. He who hesitates is lost.
5. Too many cooks spoil the broth.
6. Many hands make light work.
7. A fool and his money are soon parted.
8. Mighty oaks from little acorns grow.
9. It's always darkest before the dawn.
10. Every cloud has a silver lining.
11. The early bird gets the worm.
12. Haste makes waste.
13. Honey catches more flies than vinegar.
14. Youth is a state of mind.
15. All that glitters is not gold.
16. Money is the root of all evil.
17. A friend in need is a friend in deed.
18. Do unto others as you would have them do unto you.
19. Curiosity killed the cat.
20. One swallow does not a summer make.
21. Beauty is only skin deep.
22. Beauty is in the eye of the beholder.
23. A stitch in time saves nine.
24. An apple a day keeps the doctor away.
25. A rolling stone gathers no moss.
26. The proof of the pudding is in the eating.
27. A squeaky wheel gets the first grease.
28. When in Rome do as the Romans do.
29. When the shoe fits wear it.
30. Silence is golden.
31. You can't make a silk purse out of a sow's ear.
32. You can't get blood out of a turnip.
33. He who laughs last, laughs best.
34. Don't count your chickens before they are hatched.
35. People who live in glass houses shouldn't throw stones.
36. Still water runs deep.
37. Don't cross your bridges before you come to them.
38. Waste not - want not.
39. Don't cry over spilled milk.
40. Where there's a will, there's a way.
41. Variety is the spice of life.
42. A word to the wise is sufficient.
43. A watched pot never boils.
44. Birds of a feather, flock together.
45. Never look a gift horse in the mouth.
46. Where there's smoke, there's fire.
47. It's an ill wind that blows no good.
48. A barking dog never bites.

PROVERBS

1. People who reside in transparent domiciles should refrain from casting geological specimens.

2. Orinthological specimens of identical plummage tend to congregate in close proximity.

*3. Take special note of all consequences before proceeding to an unknown destination.

*4. Every cumulus accumulation of hydrogen oxide vapor possesses a radiant inner structure.

*5. Hemoglobin is incapable of being extracted from a "Raphinus-satinus."

6. A mass of concentrated earthy material perennially rotating on its axis will not accumulate an accretion of vegetation.

7. Everything that coruscates with effulgence is not ipso facto aurous.

*8. When residing in the southern portion of the Italian peninsula while observing the structural artifacts, be certain to assume a behavioral manner akin to the permanent inhabitants of the aforementioned geographical location.

*9. Where there is a gaseous remains of a flammable matter there is an indicated insinuation of incendiary pyro-technics.

*10. A giftee would be wise to abolish the habitual casting of glances into the oral cavity of equestrian specimens.

*11. It is an unfortunate changing of atmospherical pressures that contains an absence of fortunate occurrences.

12. Do not utter loud or passionate vocal expressions because of the accidental overturning of a receptacle containing a whitish, opaque, nutritive fluid.

13. Where there is sufficient positive volition, a successful conclusion may usually be expected.

14. Never calculate the possible number of juvenile poultry until the usual period of incubation has been accomplished.

15. Deviation from the ordinary or common routine of existence is that which gives zest to man's cycle of existence.

16. A short vocal utterance directed toward the individual possessing a high degree of knowledge meets adequately all the needs of the occasion.

17. The warm blooded, feathered, egg laying vertebrate animal which is among the first invariably comes into the possession of a small, legless. invertebrate, crawling animal.

18. Do not traverse a structure erected to afford passage over a waterway prior to the time of drawing nigh to same.

19. A vessel under optical supervision never reaches a temperature of 212^{o}.

20. A canine which gives vent to its sentiments by a series of vocal efforts rarely finds use for its biscuspids.

21. A small polished steel instrument used at the psychological moment is tantamount to saving three times three.

22. Accelerated execution often produces a faulty result.

23. One feathered biped imprisoned in the digits is equal to at least twice that many at large.

*Originated with 7th and 8th grade students.

PROVERB PLAY OUTLINE

ACT I (Old Lady - Cat - Butler)

Conversation is about the Lady's suspicions of the butler's connection with the sudden disappearances of a nephew and two other servants. No bodies have been found. She indicates that her will is written to go first to the nephew and then the servants, in turn. But now she will leave her money to charity. Her money is in gold coins hidden somewhere in the house. (Cat has part in all conversation.)

ACT II

The cat disappears and when the butler is asked about this, he says that the cat and nephew and the servants are staying at the Inn in town. He says he will drive her down there to see for herself. (Reasons for their being there can be given in conversation.) Before going with him, the Lady phones for the police. On the way to town the butler murders the old lady and buries her in the "forest" with the rest.

ACT III

The ghosts come back to haunt the butler that night, while he is tearing the house apart for the gold.

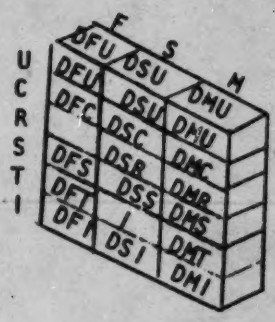
ACT IV

The police arrive the next day and while the butler is talking his way out of any part in the disappearances, the ghosts begin to make strange things happen - (gold coins appearing in a trail to lead to the buried pots.) The money is found in this manner and also the bodies.

ANSWERS

Proverbs 3.3.2B

1. People who live in glass houses shouldn't throw stones.
2. Birds of a feather, flock together.
3. Look before you leap.
4. Every cloud has a silver lining.
5. You can't get blood out of a turnip.
6. A rolling stone gathers no moss.
7. All that glitters is not gold.
8. When in Rome do as the Romans do.
9. Where there's smoke, there's fire.
10. Never look a gift horse in the mouth.
11. It's an ill wind that blows no good.
12. Don't cry over spilled milk.
13. Where there's a will, there's a way.
14. Don't count your chickens before they are hatched.
15. Variety is the spice of life.
16. A word to the wise is sufficient.
17. The early bird gets the worm.
18. Don't cross your bridges before you come to them.
19. A watched pot never boils.
20. A barking dog never bites.
21. A stitch in time saves nine.
22. Haste makes waste.
23. A bird in the hand is worth two in the bush.



Concept Divergent Production

Curricular Objective

3.3.3. The students will be able to produce clever or unusual titles for given drawings or cartoons.

Input

Students should cut out and bring to class cartoons - either one picture or a series of no more than four, with captions.

These could be displayed on a bulletin board for a time before the actual lesson begins.

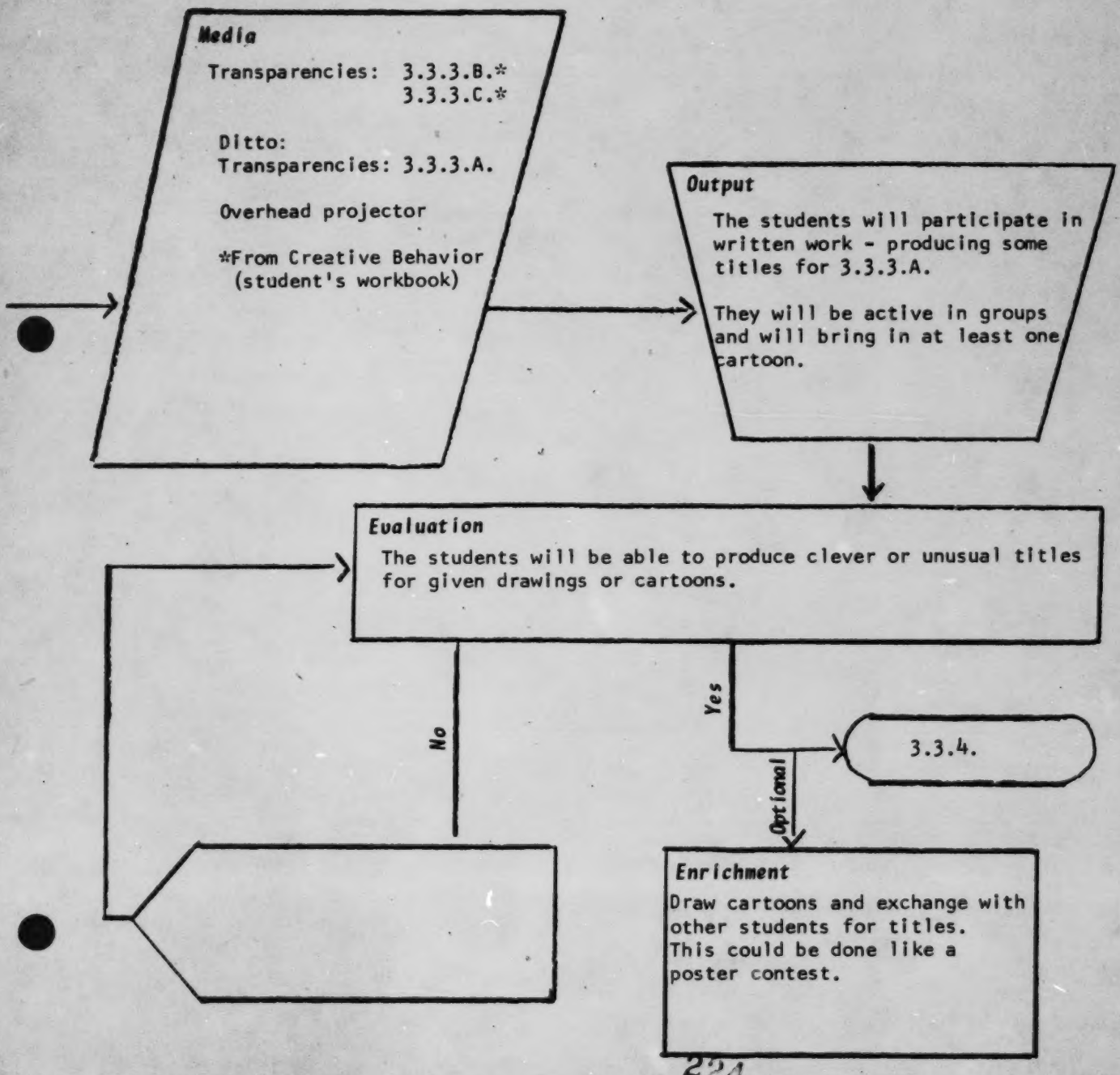
Learning Opportunities

I. Show transparencies of 3.3.3.B. and 3.3.3.C.
   A. Discuss implications in the pictures that led to the caption.
   B. Students suggest other titles.

II. Show transparency of 3.3.3.A.
   A. Give time for several oral responses. Suggest a few (See answer sheet) if students don't know how to get started.

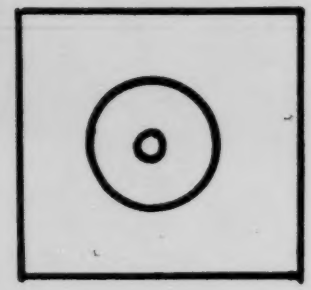
III. Distribute ditto copies of 3.3.3.A.
   A. Work alone and then get into groups where titles are shared.
      1. Pick best titles for each figure.
      2. Author of each reads to class.

IV. Pass out cartoons that have been brought in by students - minus captions.
   A. Work in groups as in III above.


Media
Transparencies: 3.3.3.B.*
3.3.3.C.*
Ditto:
Transparencies: 3.3.3.A.
Overhead projector
*From Creative Behavior (student's workbook)
Output
The students will participate in written work - producing some titles for 3.3.3.A.
They will be active in groups and will bring in at least one cartoon.
Evaluation
The students will be able to produce clever or unusual titles for given drawings or cartoons.
Yes
No
3.3.4.
Optional
Enrichment
Draw cartoons and exchange with other students for titles. This could be done like a poster contest.

WHAT TITLES WOULD YOU GIVE THE FOLLOWING?

1



2

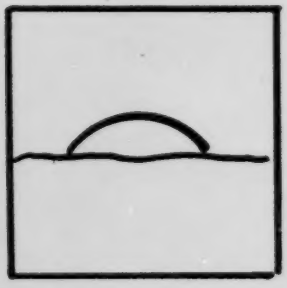
3

4

5

6

7



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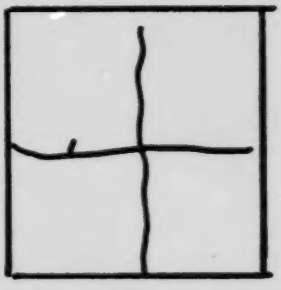

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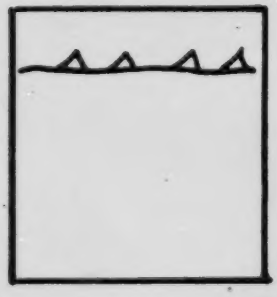
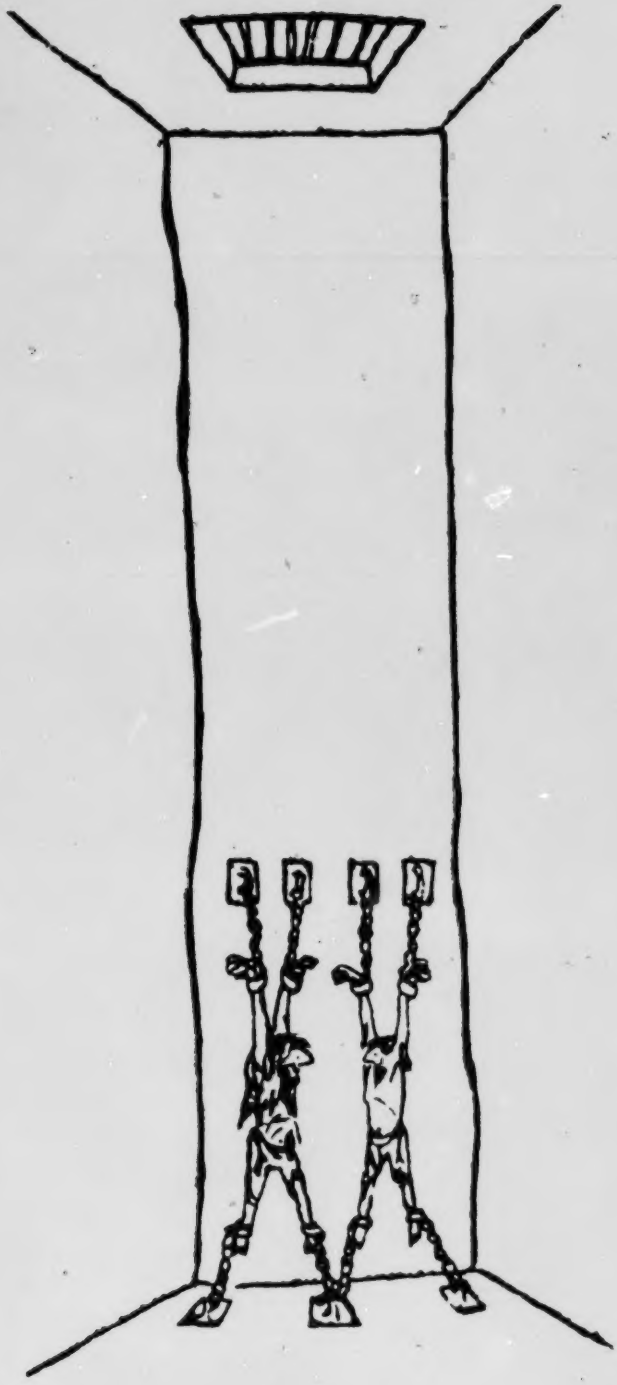
10

11

12



Excerpt from Droodles, by Roger Price C 1965, Published by Price/Stern/Sloan, Publishers, Inc.



"Now Here's My Plan..."

Excerpt from Creative Behavior, by Sidney J. Parnes, Published by Charles Scribner's Sons ©1967

The Saturday Evening Post
©1958 The Curtis Publishing Company

I've just made the most wonderful discovery.

Excerpt from Creative Behavior, by Sidney J. Parnes, Published by Charles Scribner's Sons ©1967

ANSWER SHEET

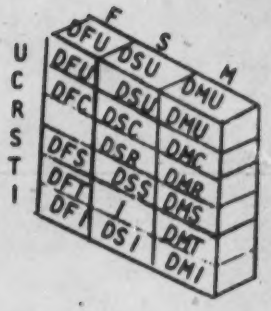
Suggestions for 3.3.3.A. ranging from obvious responses to more unusual:

1.) 1. Bull's eye
2. Doughnut
3. Egg on a plate
4. A well
5. Saturn
6. Travel
7. Confusion
8. Friendship (Circle of Friends)

4.) 1. Junction
2. Split End (hair)
3. Half a Christmas tree
4. Bouncing a ball
(Stick person and arm)
5. Ski Slope
(Picture turned sideways)

7.) 1. Sundown
2. Bald Head
3. Croquet
4. The Early Bird Gets the Worm
5. Dough Rising

Captions should lead to more lengthy titles such as in No. 7 (4) above.



Concept Divergent Production

Curricular Objective

3.3.4. The students will be able to produce clever titles involving reinterpretations for songs and short stories.

Input

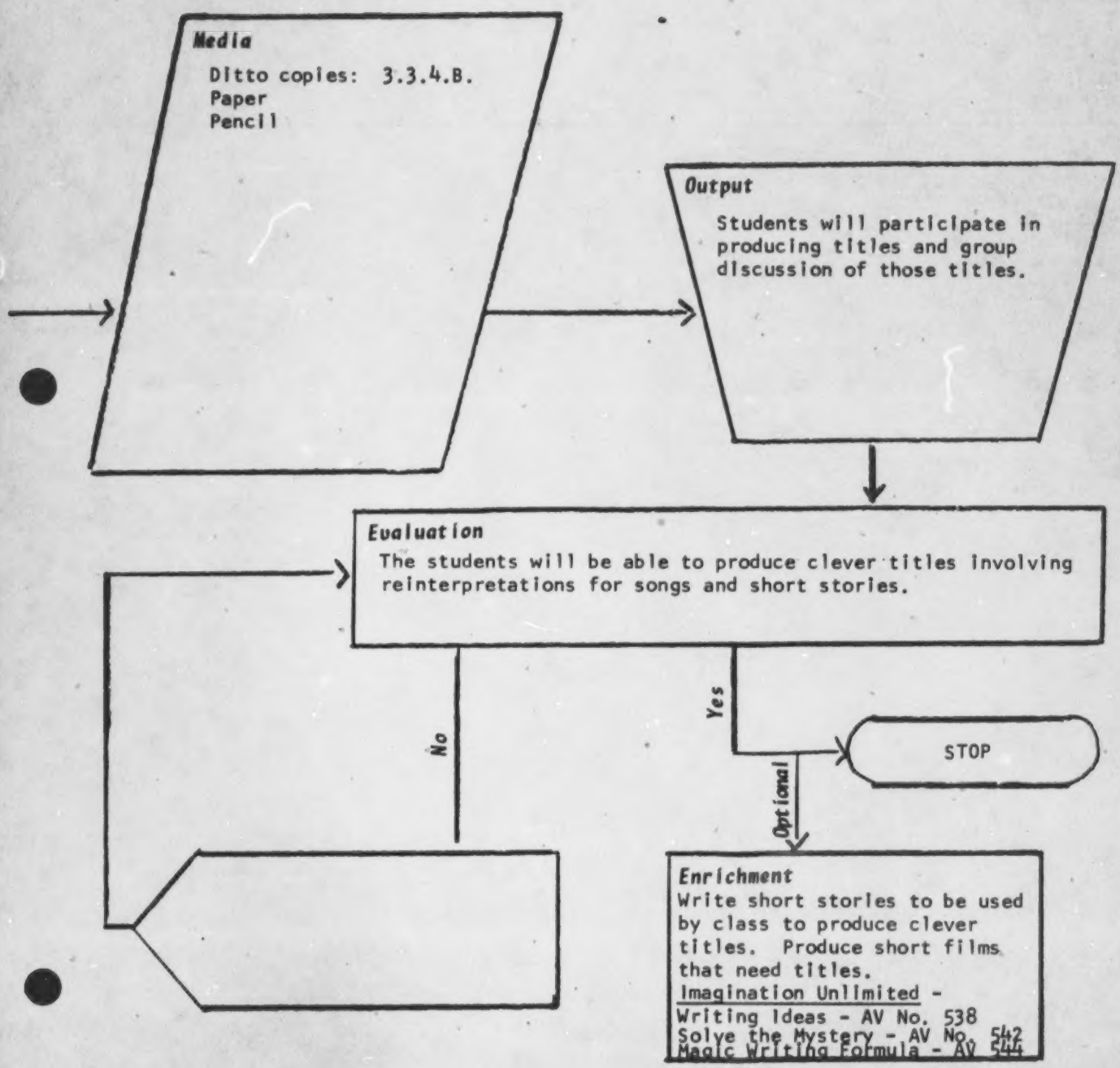
Possibly Lesson 3.3.3. but not necessarily. Students should bring a list of song titles to class - or even a few records, if the teacher desires.

Learning Opportunities

I. Students review their list of 10 or more song titles and write humorous titles for as many as possible.

II. Present the "Missionary Story" (See: 3.3.4.A.)
   A. Read story to class and give time to write some responses.
   B. List the non-clever and clever responses on the board and discuss students' responses with respect to these.

III. Distribute copies of 3.3.4.B.
   A. Allow 10 minutes for reading story and writing titles.
   B. Separate into groups of 6.
   C. Each member read titles to other members.
   D. Groups decide on best (most clever) titles to be read to the class. (See Answer Sheet.)


Media
Ditto copies: 3.3.4.B.
Paper
Pencil
Output
Students will participate in producing titles and group discussion of those titles.
Evaluation
The students will be able to produce clever titles involving reinterpretations for songs and short stories.
Yes
No
STOP
Optional
Enrichment
Write short stories to be used by class to produce clever titles. Produce short films that need titles.
Imagination Unlimited -
Writing Ideas - AV No. 538
Solve the Mystery - AV No. 542
Magic Writing Formula - AV 544

CREATIVITY: ITS MEASUREMENT AND DEVELOPMENT

A missionary who has been captured by cannibals in Africa is in the pot and about to be boiled when a princess of the tribe obtains a promise for his release if he will become her mate. He refuses and is boiled to death.

In scoring the test, the responses are separated into two categories clever and non-clever. Examples of Non Clever titles are:

African Death
Defeat of a Princess
Eaten by Savages
The Princess
The African Missionary
In Darkest Africa
Boiled by Savages

These titles are appropriate but commonplace. The number of such responses serves as a score for ideational fluency. Examples of <u>clever responses</u> are:

Pot's Plot
Potluck Dinner
Stewed Parson
Goil or Boil
A Mate Worse Than Death
He Left a Dish for a Pot
Chaste in Haste
A Hot Price for Freedom

The sultry, hot day was drawing near its close as the man saw the lion drooling meanness from his jowls. He and his trusty dog, Rover, had been tracking it all day. The gun roared as the shell grazed the lion's hip. The man and his trusty dog ran after the wounded beast, but not for long for within a short distance the man fell into a grass covered hole so deep that he could not crawl out.

"Run for help," he yelled to his dog. Shortly, Rover returned with a strikingly beautiful young girl. Cautiously the man climbed the wall, holding tightly to the rope the girl had thrown down to him, but just as he reached the top his weight became too much for her and "plop" both of them fell into the deep, dark hole and died happily ever after.

TITLES

1_____

2_____

3_____

4_____

5_____

6_____

7_____

8_____

9_____

10_____

11_____

12_____

13_____

14_____

15_____

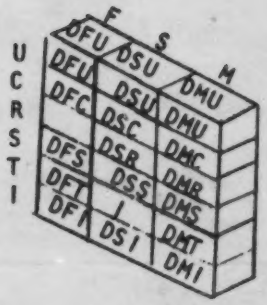
16_____

17_____

18_____

ANSWER SHEET

1. Funny Meeting You Here
2. We've Got to Stop Meeting Like This
3. That's the "Hole" Story
4. That Old "Felling"
5. My Soul For a Pulley
6. A Good Game of "Go Fetch"
7. They Fell for Each Other
8. At the End of Her Rope



Concept Divergent Production

Curricular Objective

3.3.5 The students will be able to complete a statement involving a simile in a number of ways.

Input

Explanation of a simile.

Learning Opportunities

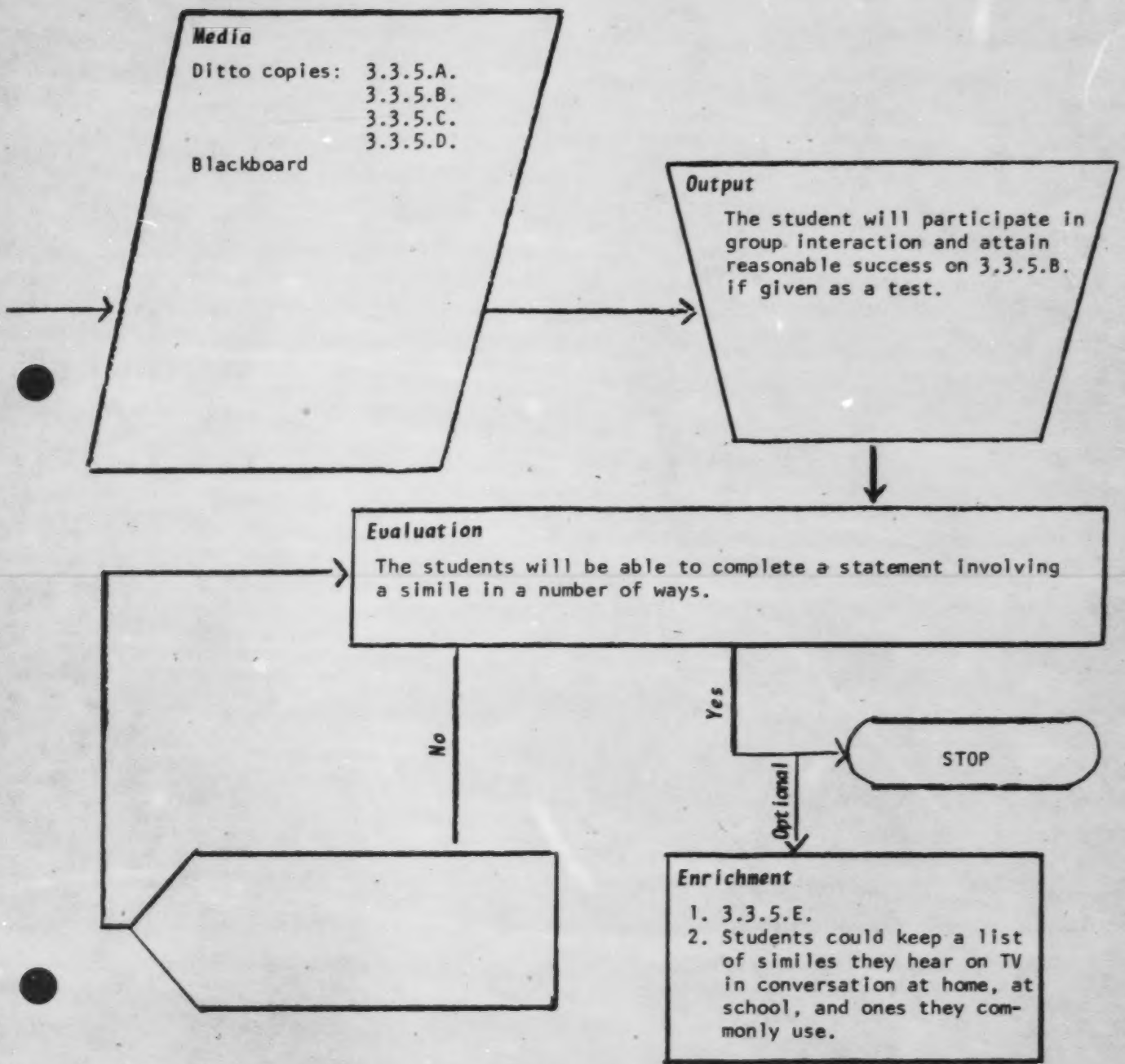
I. Class could list similes (See 3.3.5.A.) they can remember or copies of 3.3.5.B.* could be used.

II. Distribute copies of 3.2.2.A. and ask students to find those that start the same such as:
   A. "As black as _____".
   B. "As high as _____".

III. Distribute copies of 3.3.5.C. and 3.3.5.D.
   A. Working in groups, each group could be assigned 4 similes to complete and share with class.

IV. Students should be encouraged to contribute humorous similes such as:
   A. "As big as life and twice as ugly."
   B. "As busy as a man killing snakes."

V. *Copies of 3.3.5.B. could be used to test.


Media
Ditto copies: 3.3.5.A.
3.3.5.B.
3.3.5.C.
3.3.5.D.
Blackboard
Output
The student will participate in group interaction and attain reasonable success on 3.3.5.B. if given as a test.
Evaluation
The students will be able to complete a statement involving a simile in a number of ways.
Yes
No
STOP
Optional
Enrichment
1. 3.3.5.E.
2. Students could keep a list of similes they hear on TV in conversation at home, at school, and ones they commonly use.

SIMILES

As old as Methuselah.
As warm as toast.
As neat as a pin.
As blue as the sky.
As deep as the ocean.
As green as grass.
As bright as day.
As clear as a bell.
As clear as mud.
As high as a kite.
As high as the sky.
As swift as the wind.
As slippery as an eel.
As frisky as a colt.
As slow as molasses.
As dry as a bone.
As sour as a lemon.
As good as gold.
As free as the wind.
As black as pitch.
As flat as a pancake.
As strong as an ox.
As bold as brass.
As slick as a whistle.
As white as snow.
As pretty as a picture.
As noisy as a jaybird.
As smooth as glass.
As steady as a rock.
As hard as a rock.
As cute as a bug.
As black as night.
As soft as rain.
As cold as ice.
As ugly as sin.
As happy as a lark.
As red as a beet.
As pure as the driven snow.

As sick as a dog.
As blind as a bat.
As slow as a snail.
As big as life.
As innocent as a babe.
As tricky as a fox.
As crazy as a loon.
As silly as a goose.
As big as a house.
As shiny as a rail.
As clumsy as an ox.
As sharp as a razor.
As pale as a ghost.
As sharp as a tack.
As wise as an owl.
As smooth as silk.
As hard as nails.
As simple as pie.
As cute as a bug's ear.
As black as the ace of spades.
As right as rain.
As light as a feather.
As happy as a clam.
As nutty as a fruitcake.
As cool as a cucumber.
As quiet as a mouse.
As dead as a doornail.
As snug as a bug in a rug.
As busy as a bee.
As innocent as a lamb.
As sly as a fox.
As white as a sheet.
As fresh as a daisy.
As broad as a barn.
As quick as a wink.
As straight as an arrow.
As sharp as a tack.

SIMILES

1. As old as _____
2. As neat as _____
3. As deep as _____
4. As slow as _____
5. As free as _____
6. As sharp as _____
7. As happy as _____
8. As silly as _____
9. As pretty as _____
10. As clear as _____
11. As cool as _____
12. As dead as _____
13. As fresh as _____
14. As high as _____
15. As hard as _____
16. As ugly as _____
17. As noisy as _____
18. As black as _____
19. As nutty as _____
20. As sour as _____
21. As warm as _____
22. As blue as _____
23. As green as _____
24. As good as _____
25. As flat as _____
26. As big as _____
27. As light as _____
28. As simple as _____
29. As cute as _____
30. As straight as _____
31. As quiet as _____
32. As dry as _____
33. As red as _____
34. As busy as _____
35. As sick as _____
36. As slippery as _____
37. As steady as _____
38. As blind as _____
39. As strong as _____
40. As crazy as _____

List ideas that could be used to complete each of the following similes.

1. The other was a softer voice, as soft as .. _____

2. Dawn came as suddenly as ..... _____

3. Her eyes were as full of secrets as ..... _____

4. He stood up, as straight as ..... _____

5. Their throats were as dry as ..... _____

6. His face was weather-beaten like ..... _____

7. She has a mind as sharp as ..... _____

8. The night descended like ..... _____

9. He stood patient and still like .....

10. His head was round and nearly as bald as .....

11. The flying hours are gone like .....

12. The hotel was as empty as .....

13. He blew smoke from his pipe like .....

14. This pretty creature is as shallow as .....

15. A poem round and perfect as .....

SIMILES

1. After discussing the directions and the examples, have the students complete the exercises. Encourage the students to work as rapidly as possible, emphasizing quantity.

2. Have the students break up into an even number of groups. (About 6 per group.)

3. Assign each group one of the simile questions to work on.

4. Have the members of the group discuss the similes they have written and pick the three best answers to their simile questions.

5. Pick different people within each group to pantomime each one of the three best answers to the simile.

6. Pair the groups.

7. Let the members of each group with a simile to pantomime give their patomime to the other group of their pair. The group that is to guess the simile is given the question, and then must guess the simile.

8. This exercise may be shortened or simplified for remedial groups.

This exercise would stress fluency and flexibility of verbal response, as well as group communication and individual performance before an audience.

Concept Divergent Production

Curricular Objective

3.4.1 The students will construct unique designs from two 14-piece tangrams or one 15-piece tangram.

Input

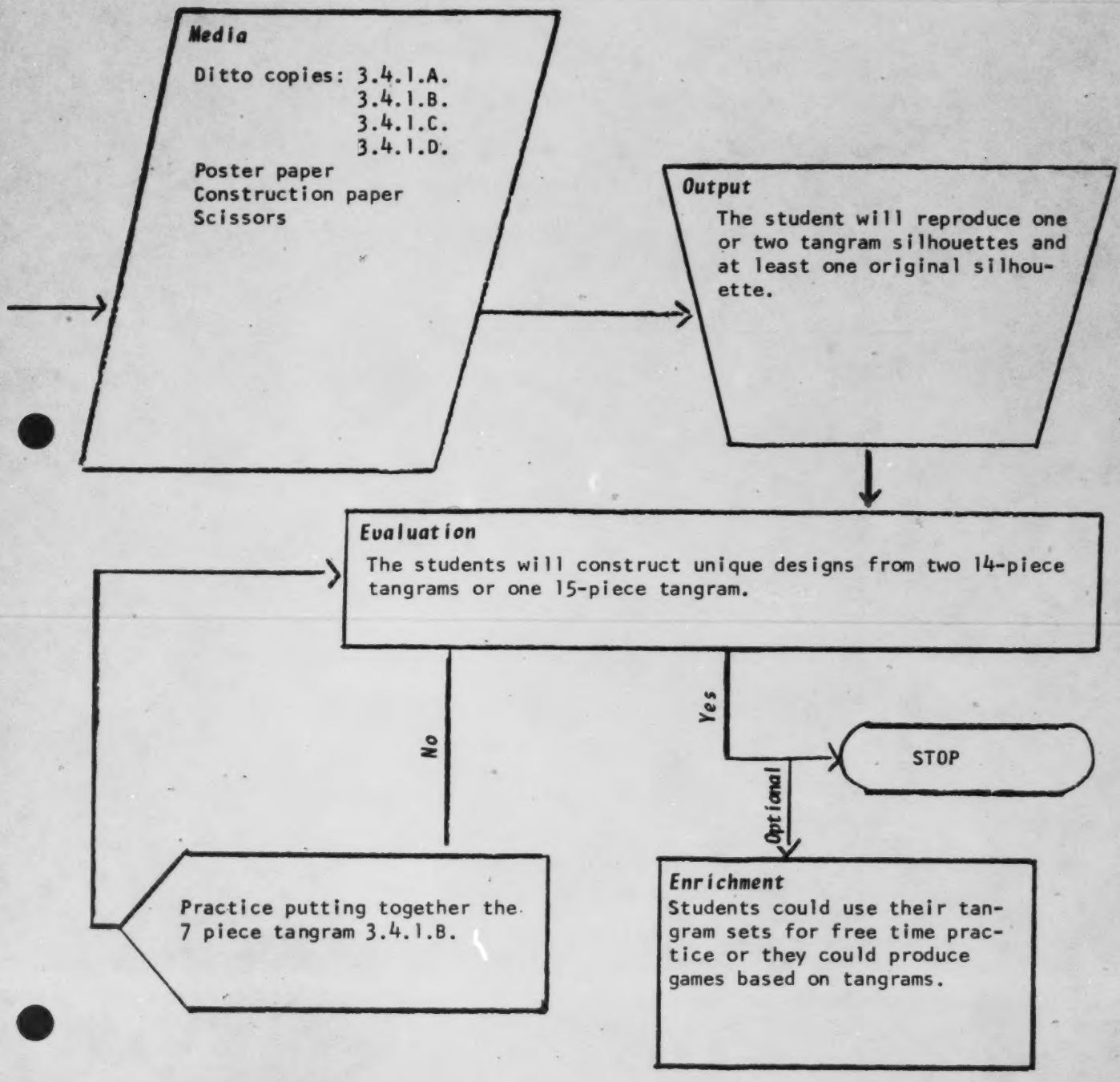
Lesson 4.1 or any previously acquired knowledge of trangrams.

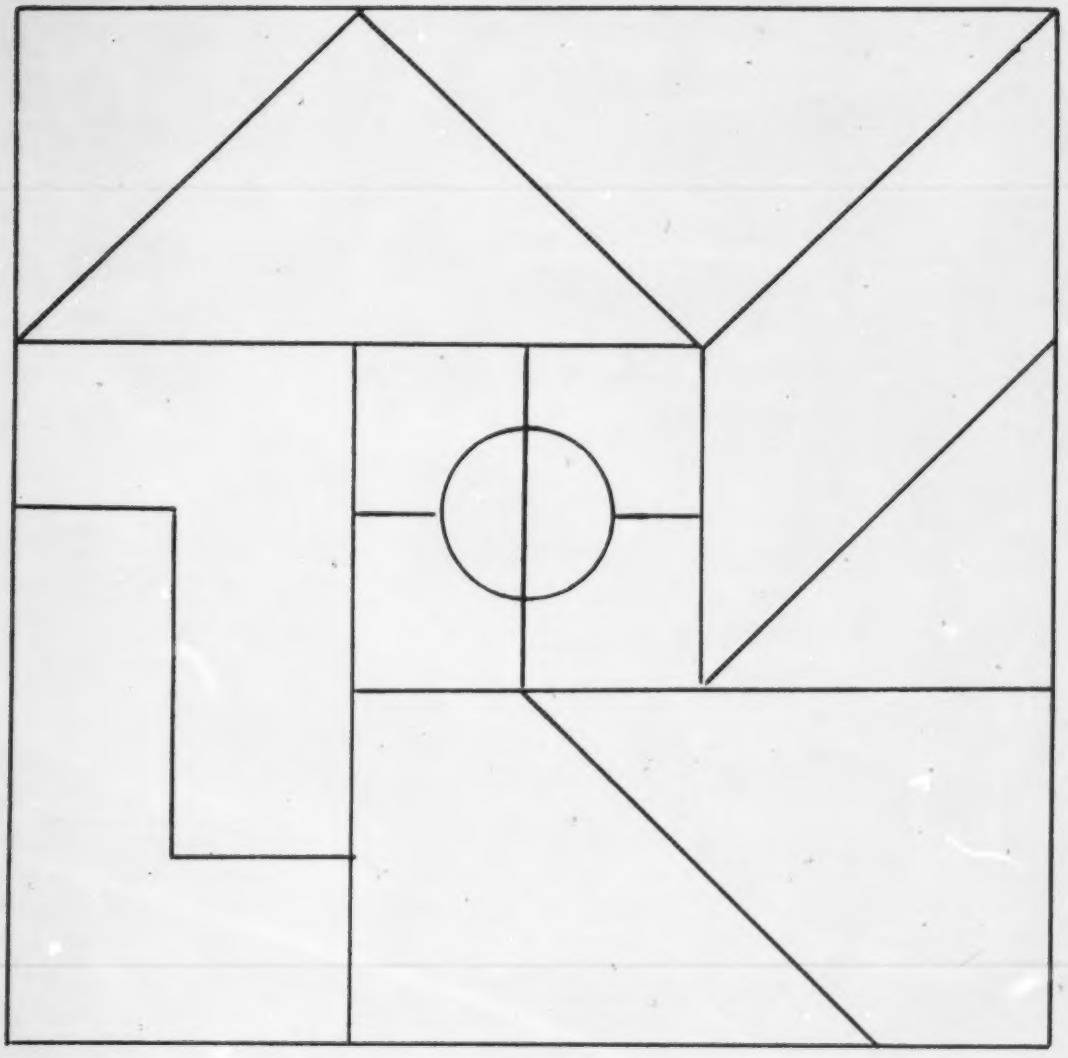
Learning Opportunities

I. It is best to have at least 2 sets per person of 3.4.1.A and 3.4.1.B. previously cut out of poster paper, but if this is prohibitive - pass out dittoed copies (on colored construction) and students can cut their own.
   A. Practice putting pieces together to form squares.

II. Distribute copies of 3.4.1.C. and 3.4.1.D.
   A. Using 2 sets of tangrams 3.4.1.B. reconstruct a few silhouettes from 3.4.1.C. and 3.4.1.D.

III. Using any number of pieces from 2 sets of tangram 3.4.1.A. construct any recognizable unique object.


Media
Ditto copies: 3.4.1.A.
3.4.1.B.
3.4.1.C.
3.4.1.D.
Poster paper
Construction paper
Scissors
Output
The student will reproduce one or two tangram silhouettes and at least one original silhouette.
Evaluation
The students will construct unique designs from two 14-piece tangrams or one 15-piece tangram.
Yes
No
STOP
Optional
Practice putting together the 7 piece tangram 3.4.1.B.
Enrichment
Students could use their tangram sets for free time practice or they could produce games based on tangrams.



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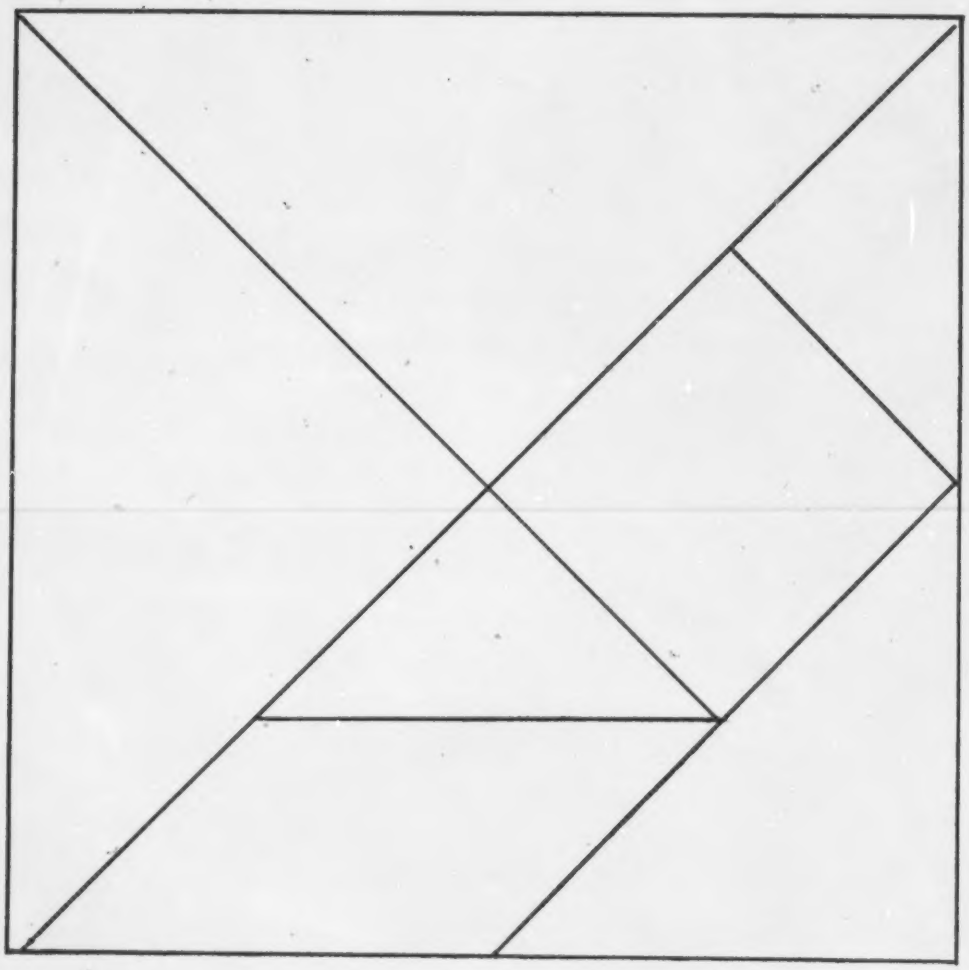
A CHINESE DRAWING

THE DRAWING BELOW IS CALLED A TANGRAM (TAN'GRAM), WHICH MEANS CHINESE DRAWING. IT IS A FAVORITE PUZZLE AMONG THE CHINESE PEOPLE. USING THIS PATTERN, CUT IT INTO 7 SEPARATE PIECES AFTER PASTING IT ON A FIRMER MATERIAL. SEE HOW MANY INTERESTING PATTERNS OR DESIGNS YOU CAN MAKE USING ALL 7 PIECES. OVER 300 CAN BE MADE!



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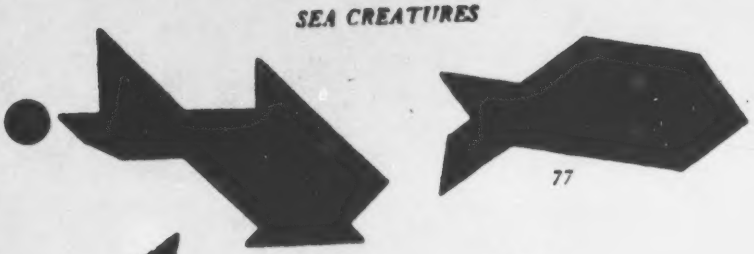
3.4.1.C

SEA CREATURES



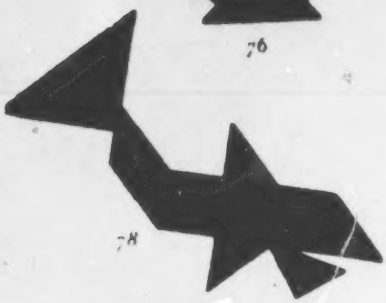
76

77

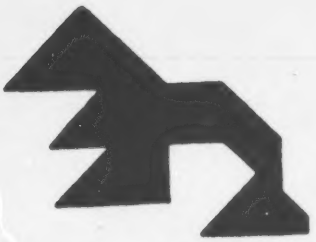
90

91

Shoeshine Boy and Customer



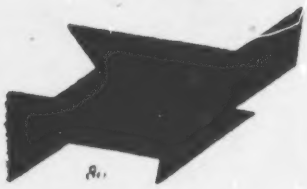
78



79 Lobster

92

93

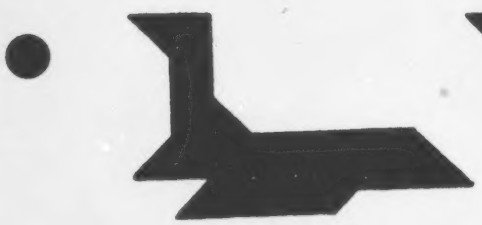


80

81 Turtle

94

ACROBATS

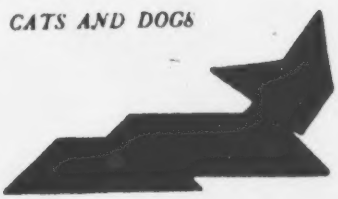


82 Seal

83 Shrimp

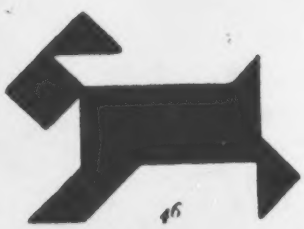
95

CATS AND DOGS



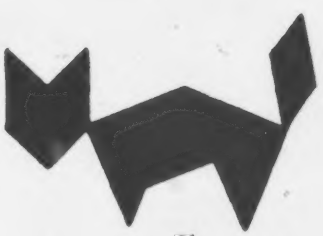
49

43



46

48 Squirrel



44

47 Camel

45

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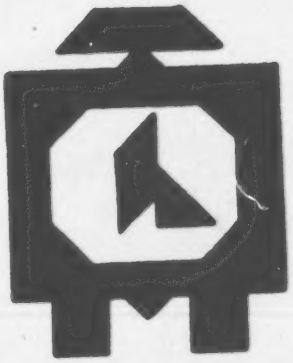
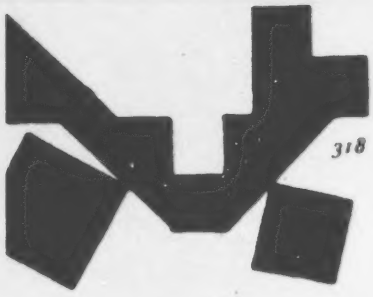
3.4.1.D

316 Car

313 Cyclist



324 Alarm clock

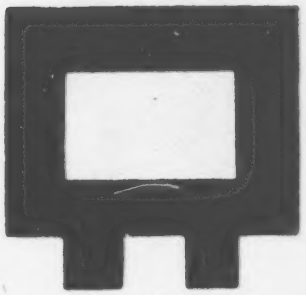


318 Coach

317 Sports car

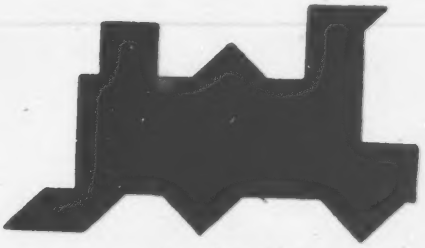
319 Rocket

322 Microscope



320 Television set

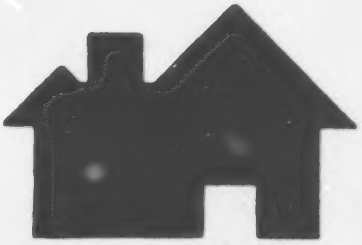
315 Lion



321 Locomotive

314 Dog

323 Telescope



312 House

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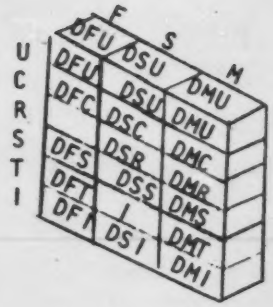


Concept Divergent Production

Curricular Objective

3.4.2 The students will be able to produce and categorize many ideas appropriate to the solution of a given problem.

Input

3.1.5 and/or any "open" brainstorming experience. (See: 3.4.2.B.)

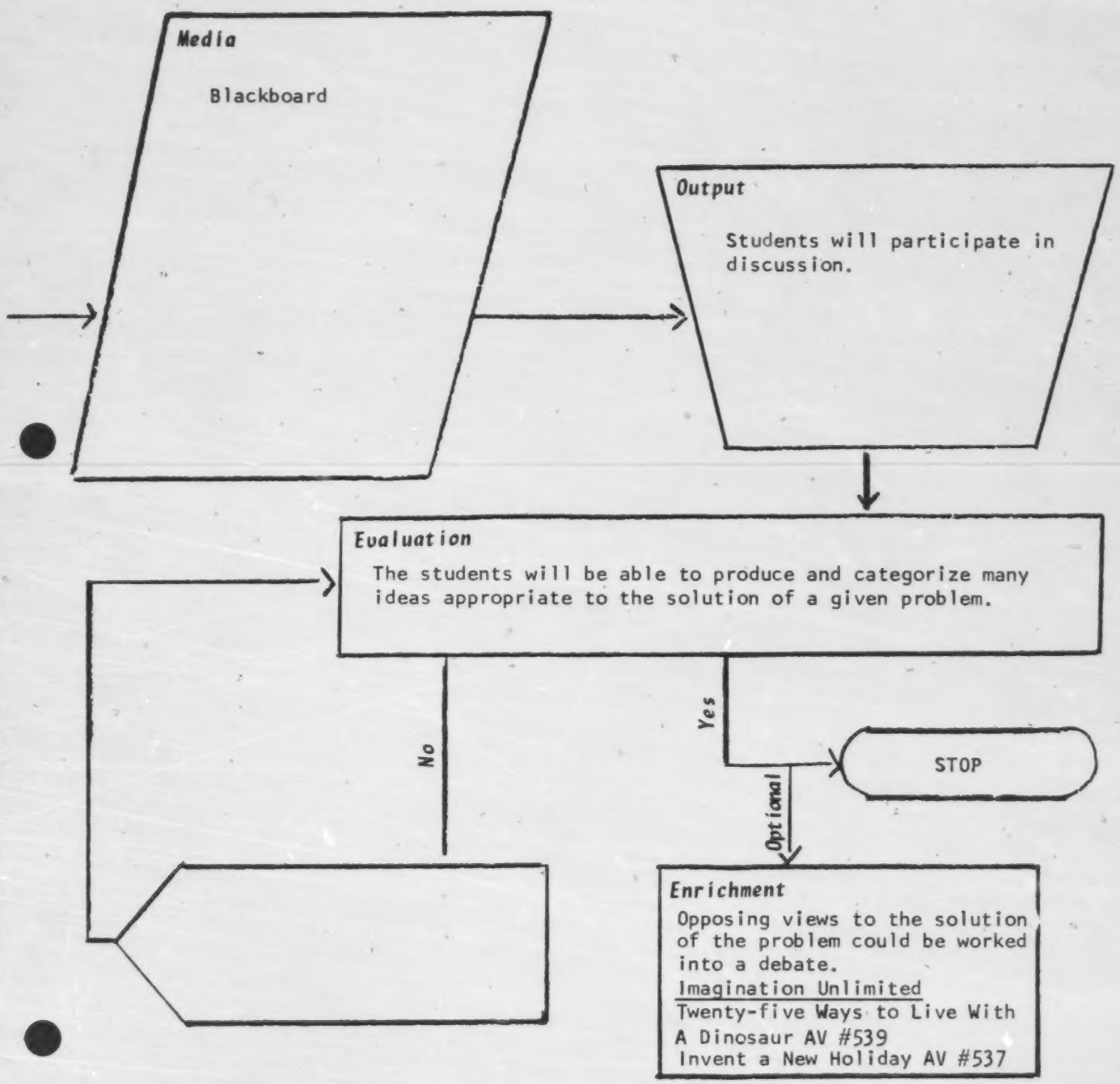
Explain that not only will the students:

1. list appropriate ideas but they will go on to
   - compare
   - evaluate
   - classify
   - select
   - discuss

Learning Opportunities

I. Present a hypothetical problem (See: 3.4.2.A.)
   - A. List ideas
   - B. Compare ideas and eliminate duplications
   - C. Group ideas under headings by evaluating the appropriateness to that heading.
     1. Give time for explanations as to why a student feels an idea belong in a certain place. (Be willing to change many times.)
   - D. Select one or two of the more reasonable solutions.
   - E. Discuss facilitation.

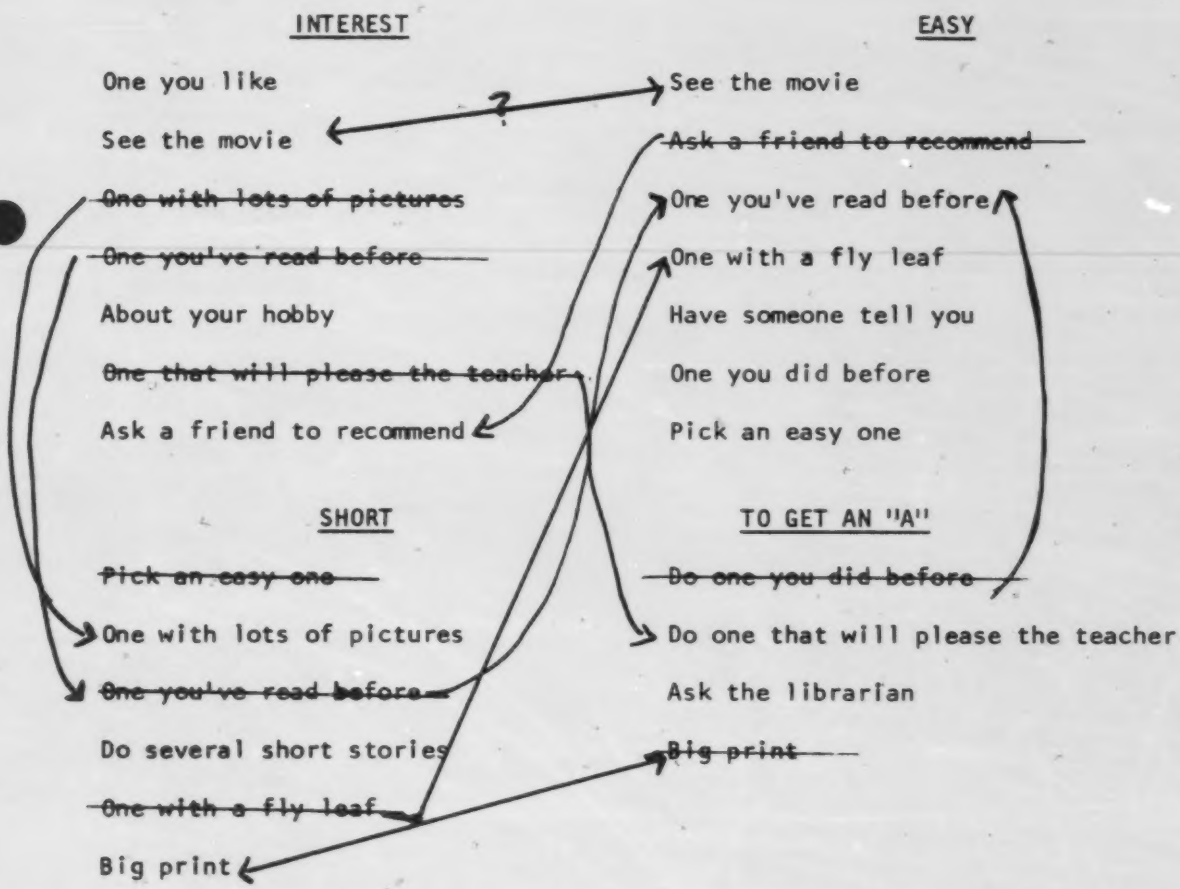
II. Select a familiar problem such as a spring dance, playground problems, free time activities, or choice of curriculum and proceed as above.


Media
Blackboard
Output
Students will participate in discussion.
Evaluation
The students will be able to produce and categorize many ideas appropriate to the solution of a given problem.
Yes
No
STOP
Optional
Enrichment
Opposing views to the solution of the problem could be worked into a debate.
Imagination Unlimited
Twenty-five Ways to Live With A Dinosaur AV #539
Invent a New Holiday AV #537

3.4.2.A*

PROBLEM: HOW COULD YOU CHOOSE A BOOK FOR A REPORT

1. One you like
2. See the movie
3. Ask a friend to recommend
4. Ask the librarian
5. Choose one about your hobby
6. Pick any easy one
7. One with lots of pictures
8. One you've read before
9. Big print
10. Something cheap
11. Pick one with fly leaf
12. Have someone tell you about it
13. Do one someone else does
14. One that will please the teacher
15. Do several short stories
16. Do one you did before



MISCELLANEOUS

Something cheap

*This is a brief example limited by space.

EMERGENCY ACTION EXERCISE

1. Read the exercise to the students as follows:

   In this exercise you are to think of all the things that you could do in an emergency situation. These things should appear sensible to you. Do not be concerned whether other people would accept these as being "good" - only that they are reasonable to you.

   Remember these are things that you could do, and not necessarily things you would do in an emergency situation. Write as many as you can. Here is the situation:

   "You are alone, sleeping in your 17th story hotel room when you are awakened by the smell of smoke."

   Give the things that you could do.

2. Use some examples to illustrate what could be done, such as:

   a) Phone a helicopter to pick you up.

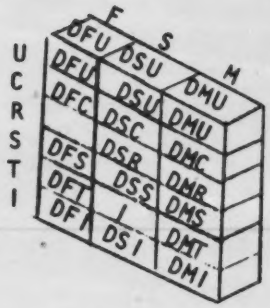
   b) Dive into the swimming pool.

3. Have the students complete the exercise without putting their names on it. (About 5 minutes)

4. Collect the exercises, and pass them out again randomly.

5. Have the students read the exercise they received, and then add more ideas. (About 2 minutes). Make the stipulation that the students cannot use an idea they have used before. This can be repeated many times by having the students exchange papers every two (2) minutes.

6. This exercise is designed to provide further productive and divergent thinking and fluency.



Concept Divergent Production

Curricular Objective

3.4.3 The students will be able to produce original advertisements based on prior knowledge of techniques of propaganda.

Input

Lesson 1.17 and 3.2.4

Have a quick recall lesson with 3.4.3.E.

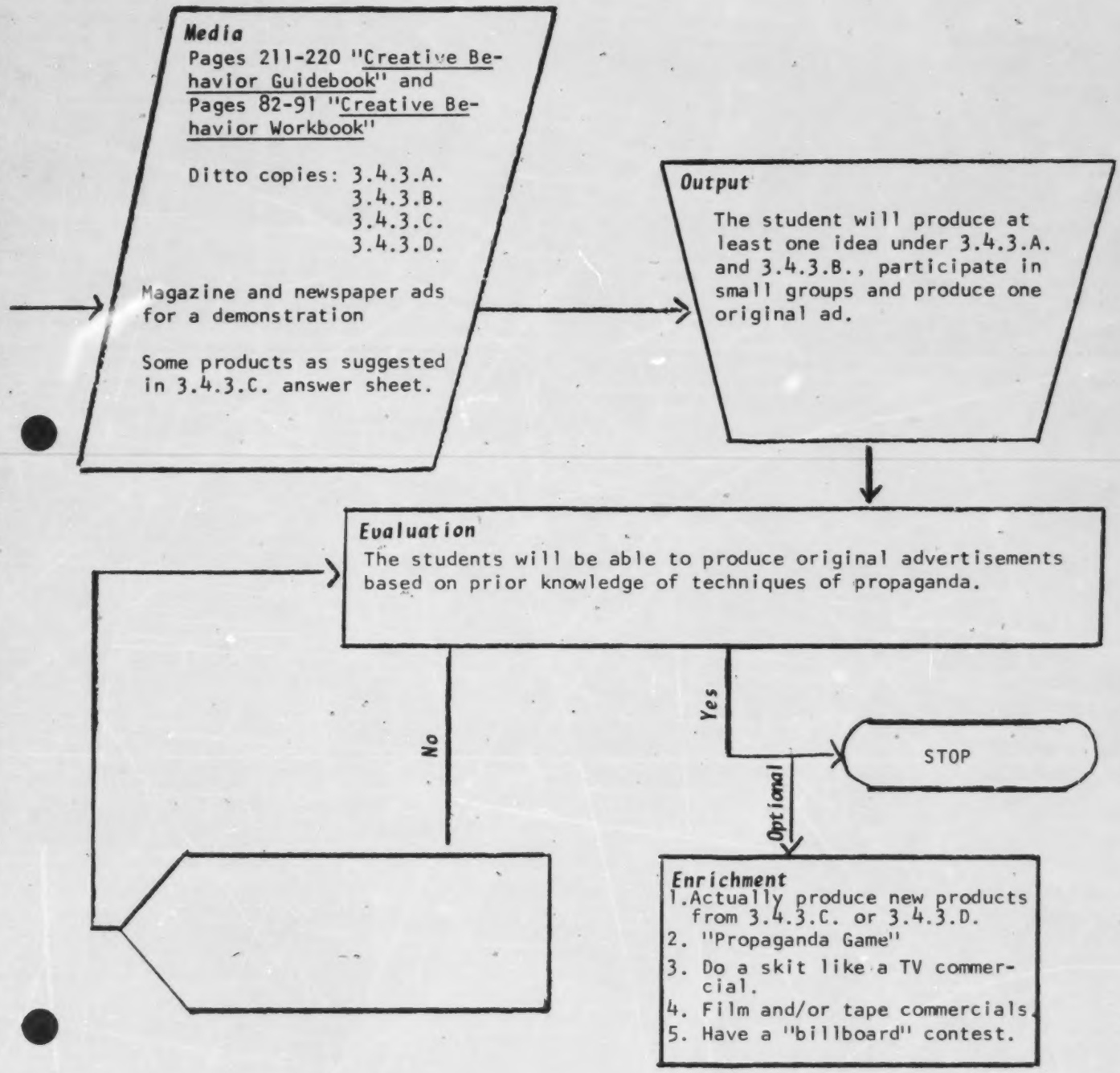
Learning Opportunities

I. Distribute copies of 3.4.3.A. and 3.4.3.B.
   A. Either discuss orally, use as an "indicator" for Output or work in small groups. (Stress that students should be thinking of marketable products.)

II. Distribute 3.4.3.C.
   A. Discuss from answer sheet (See Answer Sheet of same number 3.4.3.C.)
   B. Work in groups and share answers or (See: enrichment)

III. Distribute 3.4.3.D.
   A. Proceed as "B" above.

IV. Plan an original advertisement concerning:
   A. a vest-pocket exercising kit
   B. an untraceable poison
   C. a bed making machine or
   D. student's choice
      1. Ads may be written and taped as for radio, drawn for magazines, billboards, etc., or planned for TV.


Media
Pages 211-220 "Creative Behavior Guidebook" and
Pages 82-91 "Creative Behavior Workbook"
Ditto copies: 3.4.3.A.
3.4.3.B.
3.4.3.C.
3.4.3.D.
Magazine and newspaper ads for a demonstration
Some products as suggested in 3.4.3.C. answer sheet.
Output
The student will produce at least one idea under 3.4.3.A. and 3.4.3.B., participate in small groups and produce one original ad.
Evaluation
The students will be able to produce original advertisements based on prior knowledge of techniques of propaganda.
No
Yes
STOP
Optional
Enrichment
1.Actually produce new products from 3.4.3.C. or 3.4.3.D.
2. "Propaganda Game"
3. Do a skit like a TV commercial.
4. Film and/or tape commercials.
5. Have a "billboard" contest.

Think of a sound you enjoy. Then list as many ways as you can that you might apply that particular sound to other situations, including its substitution for unpleasant sounds. (For example, bird's chirping substituted for alarm clock ring.)

Think of a touch-sensation you enjoy. Then list as many ways as you can that you might apply that particular touch-sensation elsewhere. (For example: feel of velvet added to steering wheel cover.)

From Creative Behavior, Sidney J. Parnes, Charles Scribner's Sons, New York, N. Y.
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Think of a taste you enjoy. Then list as many ways as you can that you might apply that particular taste to other foods or articles. (For example, peppermint flavor has been applied to the glue on envelope flaps; pizza flavor has been applied to ketchup.)

Think of an odor you enjoy. Then list as many ways as you can that you might apply that particular odor to other items. (For example, a particular perfume applied to a photo.)

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Illustrate below the application of each of the nine idea-spurrers to some new product.

(1) Put to other uses . . . .

(2) Adapt . . . .

(3) Modify . . . .

(4) Magnify . . . .

(5) Minify . . . .

(6) Substitute . . . .

(7) Rearrange . . . .

(8) Reverse . . . .

(9) Combine . . . .

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Close your eyes and check two items at random from the following list. Associate the items with one another, and write an idea that is thus suggested for a new product, or an improvement for either of the original two items. Write your idea next to the items you are using in your forced relationship. Use techniques from 3.4.6.C.

Do the same for a variety of pairs of items. If you feel especially creative try relating three or four items simultaneously to prepare a new idea! Defer judgment. Later go back and select the idea you like best, and tell how it might be used.

apple

suitcase

socks

bottle

window

wastebasket

comb

pocket

toothbrush

hook

chain

wheel

shoelace

book

ketchup

star

ashtray

tar

smoke

bed

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I AM A SLOGAN: WHO DO I BELONG TO?

1. Does she or doesn't she? _____
2. The proud bird with the golden tail _____
3. Taste that beats the others cold _____
4. Come to where the flavor is _____
5. The un-cola _____
6. The "love-bug" _____
7. Over three billion dollars strong _____
8. It's the water _____
9. Mouthwash for lovers _____
10. If he'll kiss you once he'll kiss you again _____
11. Fly the friendly skies of _____
12. Let _____ put you in the driver's seat
13. You're in good hands with _____
14. What's new besides Ho-ho-ho _____
15. _____ airlines, the only way to fly
16. Babies are our business, our only business _____
17. _____ _____ makes the going great
18. Up, up, and away with _____
19. The _____ bandito
20. The toothpaste with sex appeal _____
21. Leave the driving to us _____
22. You deserve a break today _____
23. The present with a future _____
24. I hate it, but I love it _____
25. It has a brightener for him, and a fluoride to keep me out of hock _____
26. If you've got the time, we've got the beer _____
27. Try it, you'll like it _____
28. Are you grown up enough for _____

I AM A SLOGAN: WHO DO I BELONG TO?

29. What do you want? Good grammar or good taste? _____

30. The noisiest chips in town _____

31. It has the flavor that doesn't cop out _____

32. Breakfast of champions _____

33. Munch a bunch of _____

34. Once in the morning does it _____

35. Only her hairdresser knows for sure _____

36. 99 and 44/100% pure _____

37. Helps build strong bodies 12 ways _____

38. The _____ for lunch bunch

39. You can take _____ out of the country, but you can't take the country out of _____

40. Promise her anything but give her _____

41. When you care enough to give the very best _____

42. Snap, Crackle, and Pop _____

43. Trust your transmission to _____

44. It's a blizzard _____

45. Mama, me-a, das a spicy meat balls _____

46. You've come a long way baby _____

47. _____ headache number 99

48. Everybody doesn't like something, but nobody doesn't like _____

49. _____your kind of place

50. Ding-Dong, _____ calling

51. A surprise in every box _____

52. Soup's on! _____

53. Don't you wish everybody did _____

54. He knows he's a man _____

55. I call _____ my back to nature cereal

56. The thrill is back, _____performs

I AM A SLOGAN: WHO DO I BELONG TO?

57. Underneath it all, gentlemen prefer _____

58. You'll like the total better at _____

59. _____ - building a better way

60. _____ is bullish on America

61. Own a piece of the rock _____

62. Should a gentleman offer a lady a _____

63. Your left side will convince your right side _____

64. My dog's better than your dog _____

65. _____ You're not getting older, you're getting better

66. At the sign of the cat _____

67. _____ makes a better way to face a busy day

68. Wouldn't you really rather have a _____

69. When you say _____ you've said it all

70. A towel for all reasons _____

71. Makes you feel cleaner than soap _____

72. Come on and fly me _____

73. Makes you feel like a king _____

74. The quality goes in before the name goes on _____

3.4.3.C.

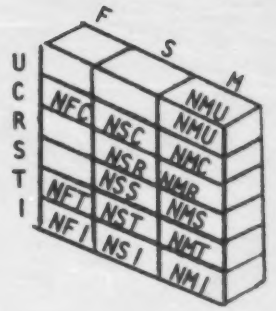
You might mention some products that have been changed. For example:

MINIFY . . . . little cigars .... pocket flashlights
MAGNIFY . . . . king-size beds .... bigger pencils and crayons for small children
REARRANGE-REVERSE . . . . left-handed scissors and desks
SUBSTITUTE . . . . hand operated brakes for the physically handicapped
COMBINE . . . . nightlight and perfume deodorizer .... any aerosal spray
ADAPT . . . . filter holders for cigarettes

(New uses have been discussed from Lesson 3.1.5.)

3.4.3.E.

1. Clairol
2. Continental
3. Pepsi
4. Marlboro
5. Seven-up
6. Volkswagen
7. Great Western
8. Olympia
9. Lavoris
10. Certs
11. United
12. Hertz
13. Allstate
14. Jolly Green Giant
15. Western
16. Gerber's
17. Pan Am
18. TWA
19. Frito
20. Ultra Brite
21. Greyhound
22. McDonald's
23. American Savings Bond
24. Listerine
25. Gleem II
26. Miller
27. Alka Seltzer
28. Granny Goose
29. Winston
30. Laura Scudder
31. Vantage
32. Wheaties
33. Fritos
34. Scope
35. Clairol
36. Ivory
37. Wonder Bread
38. Sego
39. Salem
40. Arpege
41. Hallmark
42. Rice Krispies
43. Amco
44. Fresca
45. Alka Seltzer
46. Virginia Slims
47. Excedrin
48. Sara Lee
49. McDonald's
50. Avon
51. Cracker Jack
52. Lipton
53. Dial
54. Wheaties
55. Grape Nuts
56. Mazda
57. Haynes
58. Alpha Beta
59. Chevrolet
60. Merrill Lynch
61. Prudential
62. Tiparello
63. Sure
64. Ken-L-Ration
65. Loving Care
66. Lincoln-Mercury
67. Whirlpool
68. Buick
69. Budweiser
70. Chiffon
71. Zest
72. National
73. Imperial
74. Zenith



Concept Convergent Production

Curricular Objective

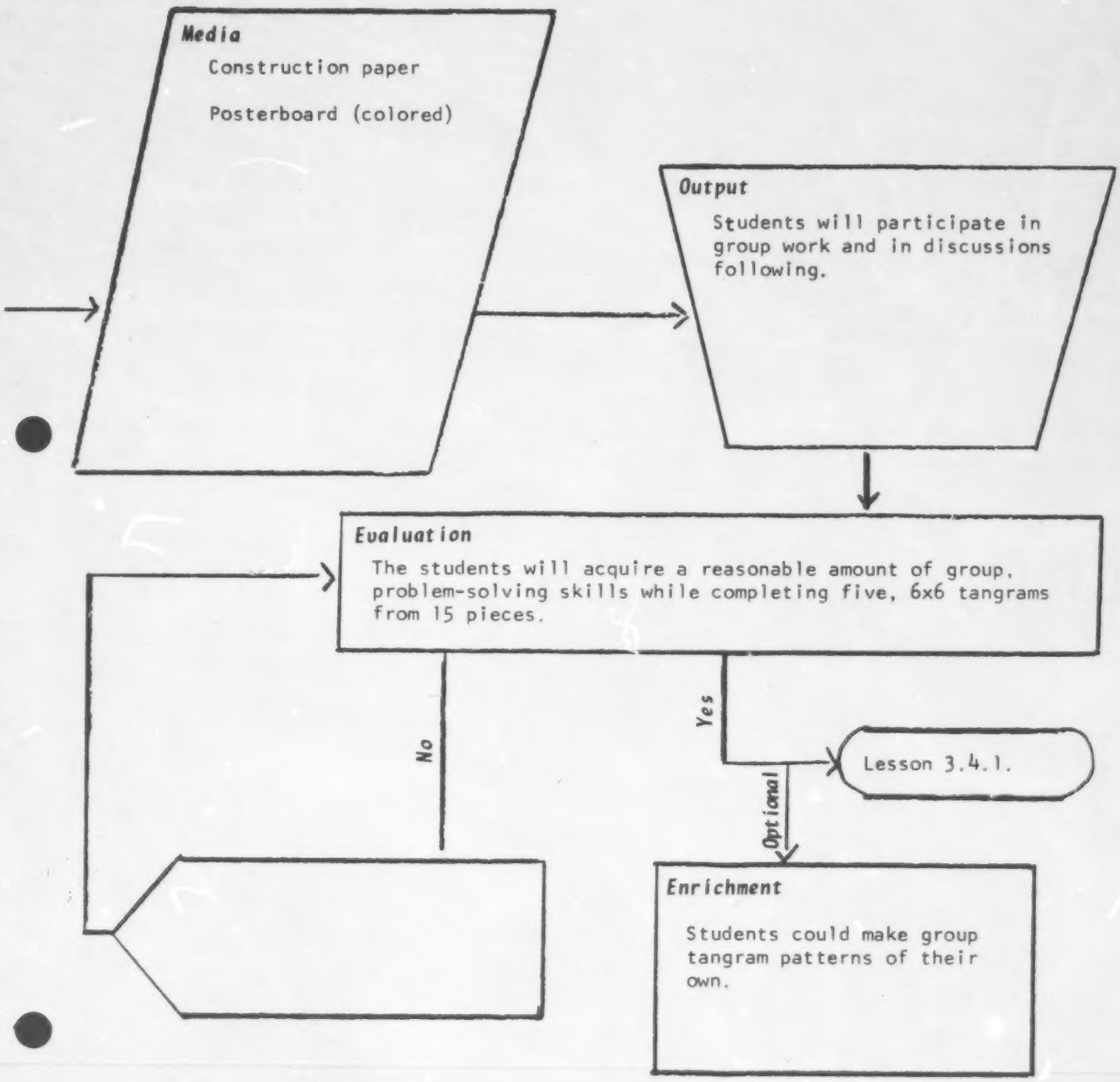
4.1 The students will acquire a reasonable amount of group, problem solving skills while completing five 6x6 tangrams from 15 pieces.

Input

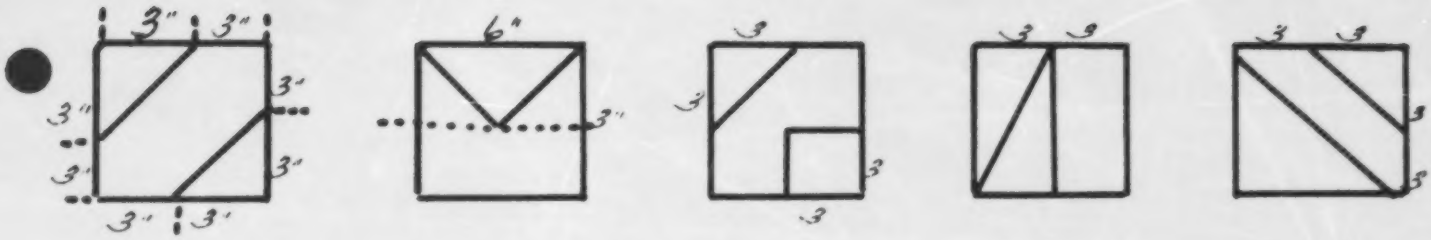
Some knowledge of what a tangram is. It is assumed that this is a familiar skill at this level.

Learning Opportunities

1. Prepare a packet (See: 4.1.A.) for each group of 6.
   This provides for an observer if the teacher desires.
   A. Read directions (See: 4.1.A.)
   B. Pass out packets
      Allow all groups to finish working (about 10-15 minutes). The competitive value of finishing first should be minimized.
   C. Discuss group feelings and/or let the "observers" report. (See: 4.1.A. "Variations")


Media
Construction paper
Posterboard (colored)
Output
Students will participate in group work and in discussions following.
Evaluation
The students will acquire a reasonable amount of group, problem-solving skills while completing five, 6x6 tangrams from 15 pieces.
Yes
No
Lesson 3.4.1.
Optional
Enrichment
Students could make group tangram patterns of their own.

PUZZLE PATTERNS, PACKET, AND DIRECTIONS



All cuts are made on three inch mark on 6 inch squares.

Squares should be different colors of poster board.

Fold and staple a large piece of construction paper.

Leave a 1" flap at the top.

DIRECTIONS

A group of 5 people work at a time. There is to be no talking or other directing of one person by another. Each person receives 3 puzzle pieces and the group task is to put together 5 squares (6x6) one in front of each person. The puzzle is not completed until all five squares are complete. Although one person must not take pieces unless they are offered, anyone can give any number of his pieces. Players must not ask for pieces.

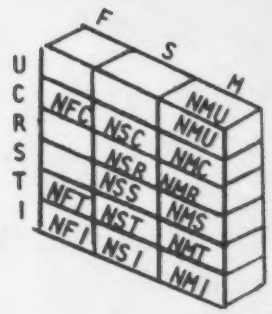
VARIATIONS

Looking on, students may act as "observers", looking to see how well the group acted together, who was most unselfish, etc. The observers may "tag" one of the group, changing places to help solve the puzzle and may participate in the discussion of group techniques and critiquing of the process.

Observers Card

1. Note how well group worked together
2. Who was most unselfish
3. Who helped the most
4. Facial expressions, etc.

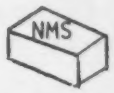
3 x 5 card



Concept Convergent Production

Curricular Objective

4.2 The students will be able to convey information in a meaningful sequence.



Input

None

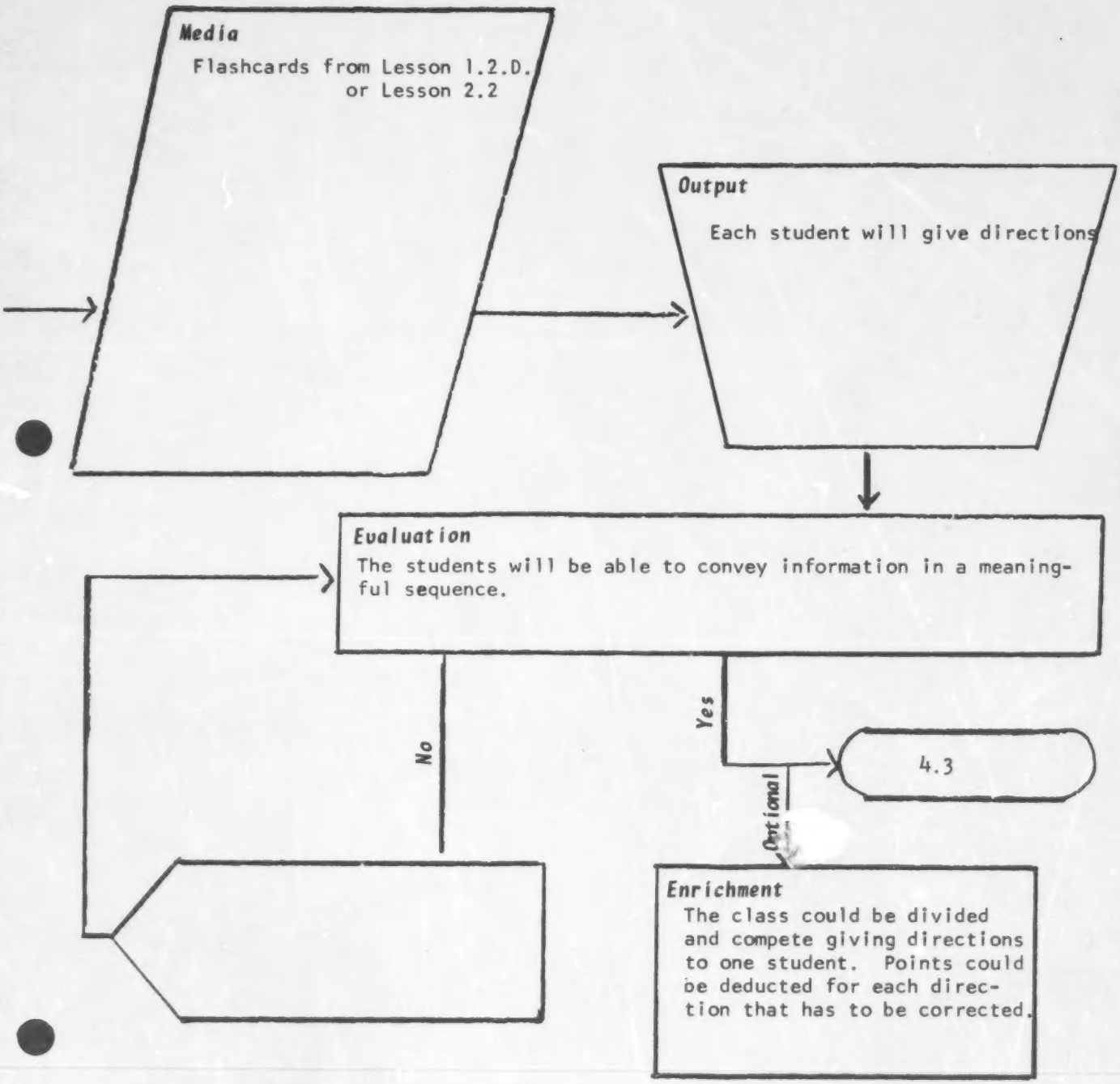
Learning Opportunities

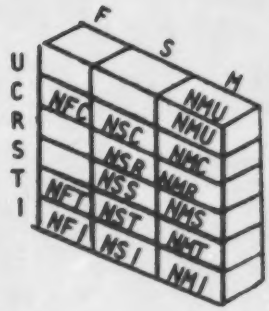
I. Pick a group of 10 students and have them sit in a large circle. (Others can observe.)
   A. Choose one to untie and take out a shoelace.
   B. Each student, in turn, gives one direction to retie the lace and the one student does exactly as he's told.
   C. No pointing or gesturing and corrections can be done only by the next person.

II. Try the same thing with backs turned.

III. Use Flashcards from Lesson 1.2.D. or Lesson 2.2. Send one student to the board. Hold the card so the class can see it and have students give one direction at a time to the student at the board.

IV. Discuss thinking out clear, concise directions before giving them. Make them short.


Media
Flashcards from Lesson 1.2.D. or Lesson 2.2
Output
Each student will give directions
Evaluation
The students will be able to convey information in a meaningful sequence.
Yes
No
4.3
Optional
Enrichment
The class could be divided and compete giving directions to one student. Points could be deducted for each direction that has to be corrected.



Concept Convergent Production

Curricular Objective

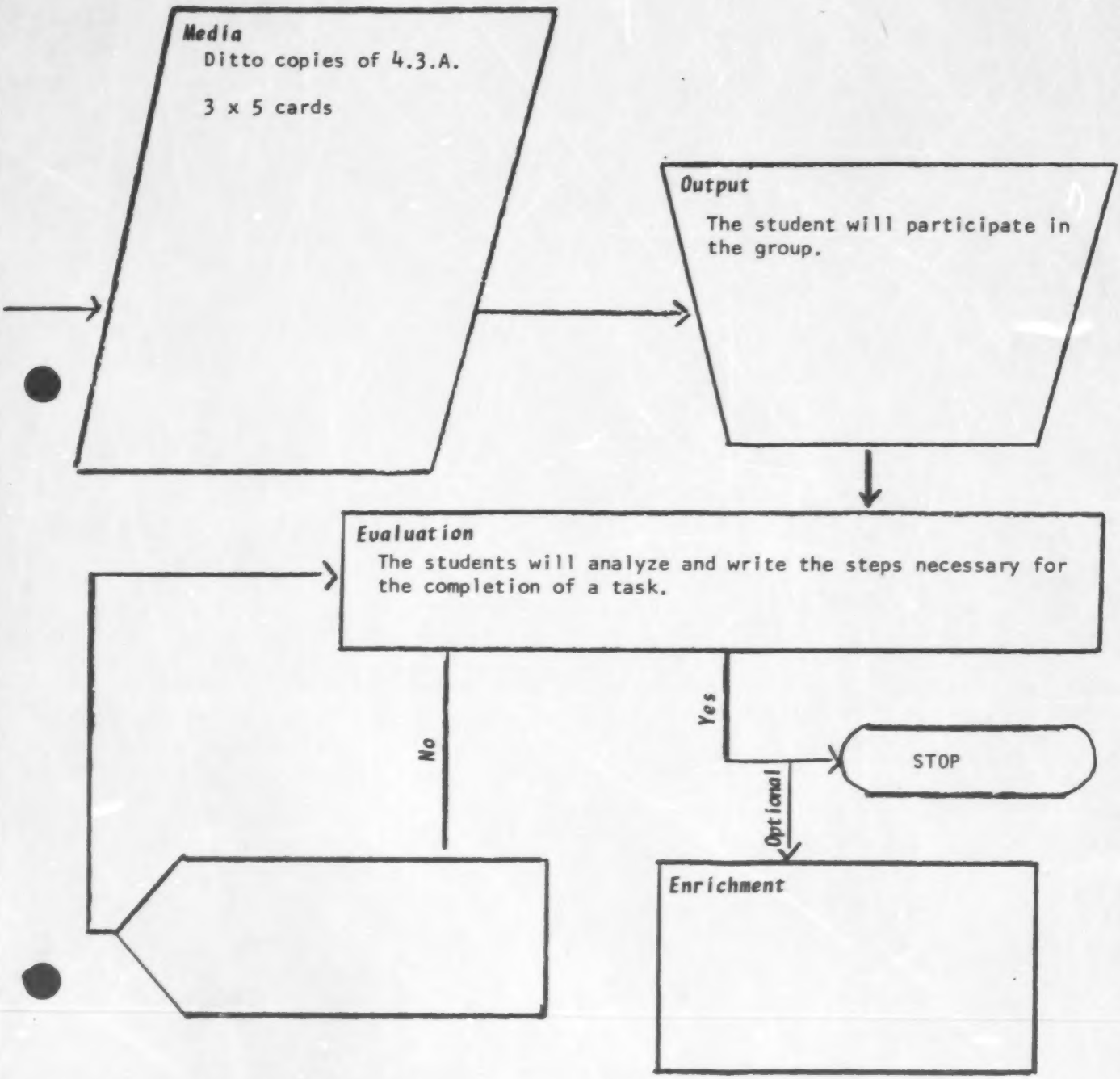
4.3 The students will analyze and write the steps necessary for the completion of a task.

Input

Lesson 4.2

Learning Opportunities

1. Distribute copies of 4.3.A. and ten 3x5 cards to each group of 3 - 5 students.
   A. Proceed with the instructions on 4.3.A.


Media
Ditto copies of 4.3.A.
3 x 5 cards
Output
The student will participate in the group.
Evaluation
The students will analyze and write the steps necessary for the completion of a task.
Yes
No
STOP
Optional
Enrichment

THE SEQUENCING GAME
(Instructions for the Teams)

1. Organize in teams of three to five people.

2. Decide on some vocational, domestic, or self-care skill task that involves five to ten steps which must be performed in a particular order. Within a given vocational area, such as food service management, or electrical appliance repair, select a particular task, such as clearing restaurant tables or identifying and correcting a shorted toaster. Or, if you are concerned about a non-vocational skill, consider a task such as making a bed, brushing your teeth, or washing a window.

3. Write a list showing each of the steps necessary to perform the task. Break the task down into explicit steps. Describe each step carefully but briefly.

4. After the list is refined, print each step onto a separate 4x6 card. (Do not write a step number on the card.) Please print, use different handwriting, insofar as feasible, for each card. You are limited to 10 cards but you may use less. If your task requires more steps, put two or more steps on a card.

5. In the lower left of each card put a letter, in such a way that your group will have a record of the correct order of steps. Now shuffle the cards.

6. Exchange your stack of shuffled cards with those written by another group (as soon as another group is ready to exchange.)

7. Try to understand the task their cards describe and put the cards in proper sequence as you see it. This step is a race to see which group can first identify the sequence of steps designed by the other group.

8. Scoring: The group that completes the sequence first gets ten points for being first. The other group is allowed one more minute to complete their sequence. This group is awarded eight points.

9. Scoring Deductions: Each sequence is checked by the other group. Each card out of order is removed one by one until the remaining cards are representative of the correct sequence. Each card removed takes one point off the team score. Determine the winner. Discuss the errors of sequence.

Exercise can end here. If time allows, continue steps below:

---

10. Each pair of groups will now jointly design one other variant of the game to be played against another pair of groups.
    Example 1: Shuffle together cards for two tasks.
    Example 2: Leave out one step from a task, give opponents a blank card with instructions to find the "gap" and write it out.
    (Be prepared to describe the objectives your game will serve.)

11. After a new variant of the game is designed, write the instructions, step by step, in the form of the sheet you are now reading (No. 1 thru 9 above.)

12. If time permits, you will be asked to teach your new game to another pair of groups.

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